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ABSTRACT

A practicum was designed to assist 30 kindergarten teachers in increasing the authentic reading experiences of kindergarten students in their classrooms. The goal of the practicum was two-fold: to provide the teachers with alternative instructional strategies to drill and practice basic reading skills; and to provide adequate, developmentally appropriate reading materials for the students in the target teachers' classrooms. Survey results, classroom observations, and a review of pertinent literature were used to plan a 19-hour in-service program which was carried out over the school year. Data gathering methods were a student interest and attitude survey, questionnaires, checklists, professional literature, and videotapes on reading strategies. An analysis of the data revealed that the teachers used the knowledge that they gained to select quality children's books and to increase the authentic reading experiences of their students. At the same time, the teachers decreased their use of drill and practice of isolated skills. Monthly sharing sessions, professional literature, funds to purchase children's trade books, classroom observations, and a guest lecturer were rated by the teachers as beneficial aspects of the in-service. (The school system's organizational chart, and eight tables and one figure of data are included; 77 references, the primary classroom literacy assessment inventory, forms for classroom use from the inservice training, and literature recommendations for kindergarten are attached.) (Author/RS)

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Increasing the Authentic Reading Experiences of Kindergarten Students Through a Teacher In-service Program

by

Maxine R. Kirby

Cluster 28

A Practicum II Report presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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PRACTICUM APPROVAL SHEET

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Approved:

July 15, 1992
Date of Final Approval of Report

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ABSTRACT

Increasing the Authentic Reading Experiences of Kindergarten Students Through a Teacher In-service Program. Kirby, Maxine R., 1992. Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Reading/Read Aloud/Literacy Development/Language Development/Early Childhood Education/Kindergarten/Developmentally Appropriate Practice/National Association for the Education of Young Children/Curriculum/Strategies/Teacher Training/In-service/Staff Development/School District/Urban/Inner City.

This practicum was designed to assist 30 kindergarten teachers in increasing the authentic reading experiences of kindergarten students in their classrooms. The goal of the practicum was two-fold: to provide the teachers with alternative instructional strategies to drill and practice of basic reading skills and to provide adequate, developmentally appropriate reading materials for the students in the target teachers classrooms.

A communication arts needs assessment survey was used to ascertain a profile of the kindergarten program. Fifty-six randomly selected kindergarten teachers participated in the survey; 30 of whom voluntarily participated in the practicum. Survey results, classroom observations, and a review of pertinent literature were used to plan a 19-hour in-service program. Data gathering methods were a student interest and attitude survey, questionnaires, checklists, professional literature, and videotapes on reading strategies.

An analysis of the data revealed that the teachers used the knowledge that they gained to select quality children's books and to increase the authentic reading experiences of their students. At the same time, the teachers decreased their use of drill and practice of isolated skills. Monthly sharing sessions, professional literature, funds to purchase children's trade books, classroom observations, and a guest lecturer were rated by the teachers as beneficial aspects of the in-service.

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CHAPTER I

INTRODUCTION

Description of Community

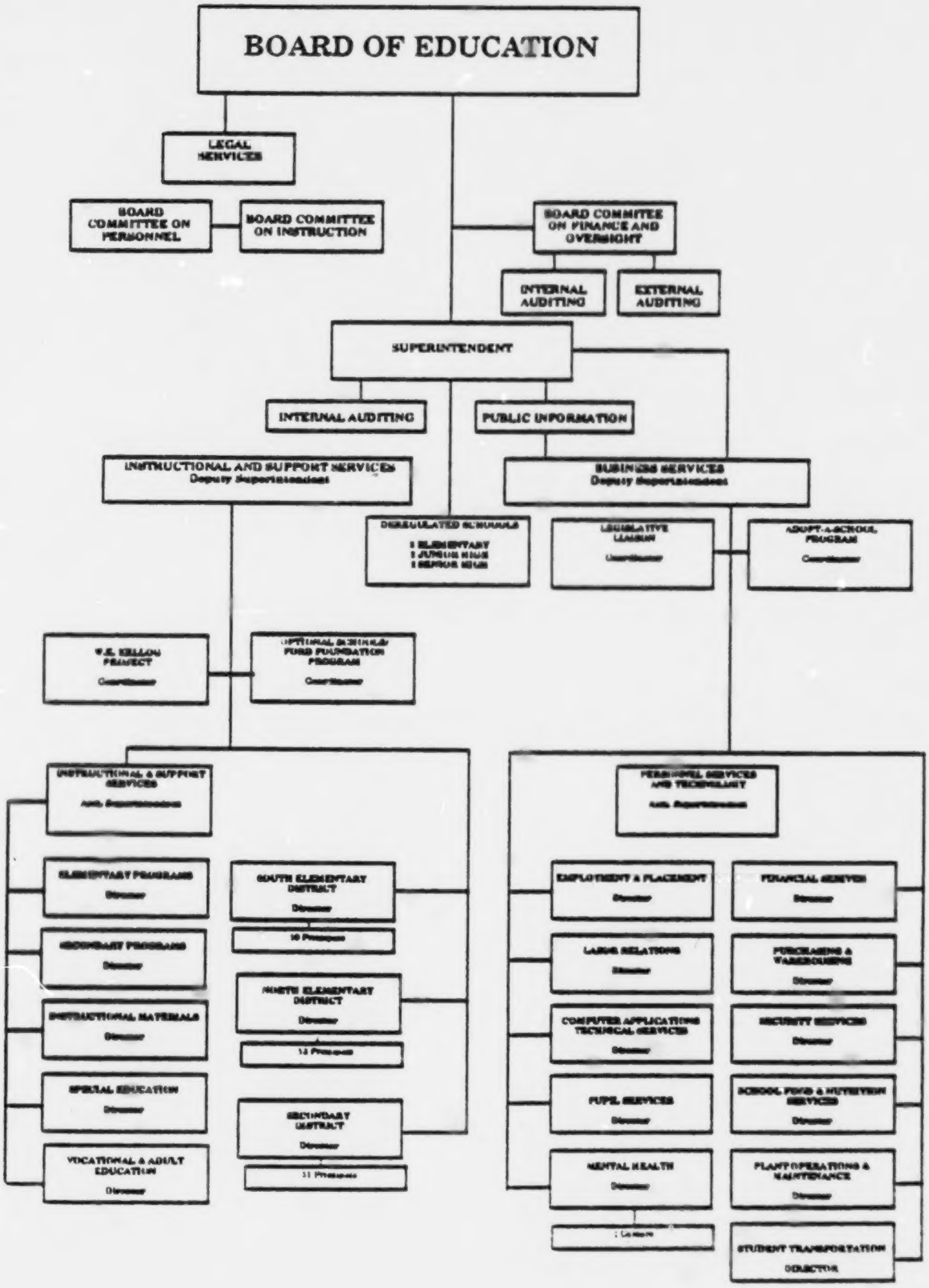
The setting for the practicum was a large urban school district located in a major metropolitan area in the Mid-South. Although the community is often referred to as "America's Distribution Center," it has suffered a drastic reduction in major industries and businesses during the past 20 years. The Labor Market Report (1988) described the economic conditions of one neighborhood in the city subsequent to the closing of several major industries in the vicinity. The article reported that in 1970, 14,794 residents lived in an area served by five elementary schools, one junior high school, and two senior high schools; however, by 1988 the number of residents had been reduced to 8,775 comprising 2,800 households. Approximately 50 percent of those remaining in the area had incomes below $5,000. Although this extreme example does not illustrate the economic condition of every neighborhood in the city, it does reflect the drastic impact the recession has had on the community. The displacement of blue collar workers has resulted in a reduced tax base in the city. The most prevalent jobs range from relatively low to moderate income service positions.

Although there are numerous middle management and executive level jobs, the make-up of the community is generally middle to low socioeconomic families. Moreover, there are areas of extreme poverty due to illiteracy, widespread unemployment, senior citizens on fixed incomes, and many single parents with dependent children. Economic conditions, along with other factors, have contributed to the flight of many affluent families to the suburbs of the city. This exodus has resulted in a rapidly growing county school district and a declining city school student population.

In spite of the identified constraints, the city school district is still the largest in the state with approximately 107,000 students ranging from preschool (3-and 4-year-olds) to 12th grade. In addition, approximately 3,000 adults participate in the Adult Basic Literacy Program. Eighty percent of the student population is African-American; approximately 20 percent is Caucasian; and less than 1 percent is East Asian and of Middle East descent. These students attend the 164 schools in the district: 103 elementary, 22 junior high, 29 senior high, 8 vocational technical centers, and 2 special education centers. Instruction is provided by 5,914 teachers, with educational support services provided by a cadre of 5,397 administrative, professional, and technical personnel. Figure 1 illustrates the complex organizational structure of the school district.

Figure 1

SCHOOL SYSTEM'S ORGANIZATION CHART



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The organizational chart shown in Figure 1 reflects a recent change in the structure of the school district. Within the last two years, three board committees were established to deal with internal and external conflicts in the following key areas: (1) Personnel, (2) Instruction, and (3) Finance and Oversight. These committees review periodic reports from auditors who monitor finance, student attendance, student testing, instructional services, and personnel.

Figure 1 also illustrates the system's executive structure, which consists of a 9-member board, one superintendent, two deputy superintendents, and two assistant superintendents. At the top of the organization is the elected board to which the superintendent, legal services, and auditing report. In addition, Figure 1 shows several positions that are inconsistent with common corporate organizational structures (W.K. Kellog, Optional Schools/Ford Foundation, Deregulated Schools, Legislative Liaison, and Adopt-A-School). There is no indication in Figure 1 that the school district is a branch of city government, a significant factor in school funding support.

Currently, the school system is in a state of transition with the Board having elected a new superintendent. The interim superintendent, however, continues to serve while the superintendent-elect becomes more familiar with the community and the school district. The two deputy superintendents have been in their positions only nine months while the assistant superintendents have experienced a significantly longer tenure - one, approximately two years, the other more than 16 years.

Although, there are 103 elementary schools in the district, the practicum was implemented in only 24 schools. Of these highly diversified schools, eleven were classified as Chapter I because more than 70 percent of the students received free or reduced lunches. Two schools had more than 1,000 students enrolled; 3 schools had student populations of fewer than 400; 19 schools had student enrollments ranging from 437 to approximately 900. Nine of the schools were air-conditioned; 2 were partially air-conditioned; and 13 had no air conditioning. All of the schools except three were built in the late 1950's or early 1960's. Further, all of the schools were constructed of brick and appear relatively well-maintained.

Thirty of the 389 kindergarten teachers in the school system participated in the practicum. The 30 teachers who comprised the target group had a wide range of teaching experience and professional training. The teaching experience of this group ranged from 3 to 27 years, with the average number being 11 years. Seven of the kindergarten teachers who participated in the practicum have 45-quarter hours of college credit beyond the master's degree in either curriculum and instruction or supervision and administration; two have advanced hours in early childhood education. Eleven of the 30 kindergarten teachers in the target group have Master of Arts/Science Degrees, 10 of which are in early childhood education. Each of the remaining 12 teachers hold a bachelor's degree. All the teachers who participated in the practicum are certified by the local state to teach kindergarten.

The Writer's Work Setting and Role

The writer has 21 years of experience as an early childhood educator. She taught kindergarten and Chapter I preschool for five years, served as an elementary school supervisor for eight years, and worked as an early childhood curriculum developer for six years. The writer was recently promoted to Early Childhood Programs Coordinator in the system. She has held this position two years and has as her major challenge the responsibility of overseeing the implementation of seven programs, which involves approximately 625 early childhood teachers and nearly 12,000 children.

The writer coordinates kindergarten and the transitional first grade programs which include more than 10,700 children and almost 500 teachers. Staff development and curriculum development are key responsibilities executed by the writer for kindergarten and transitional first grade teachers.

The IBM Writing to Read Program and the Johns Hopkins University's Success for All Program are two commercial projects with which the writer works. In the Writing to Read Program, the writer plans and implements professional development workshops for 116 kindergarten, transitional first grade, and first grade teachers; 28 technical aides; 14 principals; and 8 instructional supervisors who work in the project. Success for All is a smaller project implemented as a pilot in one school. It includes a variation of 23 pre-kindergarten, special education, and first grade through sixth grade teachers; 2 tutors; 1 program facilitator; 1 principal; and 1 supervisor. Specifically, the writer reviews contracts between Johns Hopkins University and the school district, as well as between a local university and the system. She makes recommendations regarding the congruency of these contracts to the goals of the school district. In addition to facilitating monthly steering committee meetings, the writer drafts budgets for both Writing to Read and Success for All; prepares requisitions; and monitors these programs through classroom observations, periodic reports, and both formal and informal discussions with project participants.

Three projects external to the local system in which the writer provides leadership are (1) a Classroom Observation Study conducted by a local university, (2) the State's Whole Language Pilot, (3) a county initiative called Free the Children. The Classroom Observation Study includes 40 first grade teachers and approximately 900 children in 20 elementary schools. The writer assisted in the design and field testing of the formal observation instrument. Classroom visits are made by the writer, as well as by university personnel, in an effort to identify the teachers' dominant instructional strategies. Students' behaviors and teachers' attitudes are also monitored during the study.

The State's Whole Language Pilot is available via cable television for, not only all teachers in the district, but also for the community. The writer assists teachers, principals, supervisors, parents, and the general community in becoming more aware of literacy development by facilitating a series of whole language teleconferences, which are aired on a monthly basis over a local television station. Although the teleconferences originate in the state capitol, the local audience may call a toll free number to ask questions and/or make comments about literacy development. The writer ascertains data relative to teachers' attitudes, students' behaviors, and curriculum implementation for communication arts and mathematics via a structured classroom observation study.

Finally, the writer serves as the school district's early childhood liaison with a county organization called Free the Children. The writer chairs a sub-committee of the Child Care Committee and assists in developing long-range child care action plans for the community. Participation in projects external to the school system serves to enhance the writer's awareness of the plight of child care and early childhood education in the community. These projects also allow the writer to interact with numerous state, county, and local early childhood advocates. Generally, the writer gathers information through classroom observations, listens to recommendations from the various groups, and utilizes the data in an effort to improve the early childhood experiences of young children in the community.

A target group of 56 kindergarten teachers was invited to participate in the practicum because they were randomly selected to complete a needs assessment on the system's kindergarten communication arts program during the spring of 1991. Thirty teachers agreed to participate in the practicum. Nineteen additional teachers who participated in the needs assessment indicated that they would like to be involved in the practicum; however, they were unable to make a commitment in the spring of 1991 to participate in the practicum during the summer and fall of 1991. The other seven teachers who responded to the communication arts needs assessment stated that they were unable to participate in the practicum after school hours because graduate school attendance or family responsibilities. Therefore, the writer concluded that for planning and consistency of data collection, it was reasonable to implement the practicum with 30 volunteers who participated in the kindergarten communication arts needs assessment. These 30 teachers participated in the practicum both at their schools and in a series of staff development workshops.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Kindergarten teachers in the school district are often the first contact many children in the community have with school and formal instruction in literacy development. Because some children in the district have limited literacy experiences prior to school, a print rich kindergarten environment and ample time to use books and other appropriate reading materials in a meaningful manner are critical to the children's success in school. Yet, after kindergarten children's initial orientation to school, many teachers in the school district contended that they had difficulty providing authentic reading experiences for their students because of the district's emphasis on instruction in basic skills. This emphasis caused the teachers to devote too little time to students actually reading. Likewise, there was inadequate funding for developmentally appropriate reading materials for the children. In brief, the problem was that kindergarten students were not provided the authentic reading experiences in school that are consistent with their developmental needs.

Problem Documentation

Prior to the development of a kindergarten communication arts needs assessment survey, the writer held several informal discussions with various personnel in the school district. The writer also observed the reading program in numerous kindergarten teachers' classrooms. In addition, she reviewed pertinent literature on developmentally appropriate practices in kindergarten programs and read numerous articles on teaching reading. Data were gathered by the writer from the following authorities and used to formulate the kindergarten communication arts needs assessment survey in the spring of 1991: Bredakeamp, 1987; Ferguson, 1988; Strickland & Morrow, 1989; Coate & Castle, 1989; Karnowski, 1989; Boloz, 1982; Milz, 1982; Goodman & Goodman, 1981; Larrick, 1987; and O'Neil, 1989. This needs assessment is entitled, "Primary Classroom Literacy Assessment Inventory" (see Appendix A).

To determine the extent to which the problem of limited authentic reading experiences existed for children in the kindergarten program and to identify specific in-service needs, the writer solicited the cooperation of 56 randomly selected kindergarten teachers in the district. The teachers answered 43 questions on the needs assessment, "Primary Classroom Literacy Assessment Inventory" (see Appendix A). This survey consisted of eight general areas which were assumed to relate directly and indirectly to the problem. The areas on the needs assessment are as follows: instructional resources, classroom management, instructional strategies, teacher attitude and knowledge, student attitude, parental involvement, testing, and teaching experiences.

Fifty-six kindergarten teachers responded to the needs assessment survey. The results are summarized in Tables 1-3. Table 1 shows a summary of the needs assessment according to the availability of instructional resources in the schools (see Appendix A). The column head, "Undecided and Disagree Responses," in Table 1 represents the number of kindergarten teachers who answered "undecided" and "disagree" on the original kindergarten communication arts needs assessment.

Table 1

Summary of Needs Assessment according to Instructional Resources

Item	Undecided and Disagree Responses	Mean Item Score
1. Classroom library has a wide variety of reading materials.	50	1.5
2. Ample materials are provided to support the literacy program.	53	1.5
3. A library or reading center is provided in the classroom.	14	3.4
4. Adequate supplies are provided to support the literacy program.	40	2.1
5. Resource people are utilized to extend children's literacy experiences.	10	3.7
6. At least three trade books per student are available in the classroom library.	54	1.4

Note. The lower the score, the more widespread limited resources.

Table 1 indicates that although most of the 56 teachers reported that they had a classroom library or reading center, this center was inadequately furnished. The Table also shows that sufficient supplies for example, paper, pencils, and crayons, were not available in the classrooms. Likewise, Table 1 indicates that materials, such as charts, posters, audiocassettes, videocassettes, and story-related thematic units, were not available in sufficient supply. Almost all of the teachers, according to Table 1, did, however, extend the reading and writing experiences of their students by utilizing resource people.

In summary, Table 1 shows that the majority of the 56 classrooms represented in the survey had inadequate supplies, children's trade books and supplementary materials to support students' authentic reading experiences. Therefore, the teachers needed assistance in securing instructional resources that would increase the opportunities for the kindergarteners to spend more time actually reading.

Table 2 depicts a summary of the needs assessment results according to instructional strategies (see Appendix A). The column head, "Undecided and Disagree Responses," in Table 2 represents the number of kindergarten teachers who answered "undecided" and "disagree" on the original kindergarten communication arts needs assessment.

Table 2

Summary of Needs Assessment according to Reading Strategies

Item	Undecided and Disagree Responses	Mean Item Score
1. Teacher is comfortable using whole language strategies.	50	1.5
2. Students spend most of their time working on skills.	7	1.5
3. Students often read original stories and trade books to others.	42	2.2
4. Phonics skills are taught only when students show interest.	56	1.1
5. Students participate in shared reading.	0	4.9
6. Dramatic play activities are designed to enhance language development and literacy.	2	4.8
7. Reading instruction is primarily skill development.	8	1.6
8. Students often participate in various oral language activities.	14	4.1
9. Children's literature is used throughout curriculum.	16	2.8
10. More than 1/3 of the 6-hour instructional day is used for children to "actually read."	54	1.2
11. Students are read to at least three times daily.	54	2.8
12. No more than 15 minutes are used for daily drill and practice in basic skills.	54	1.6

__Note__. The lower the score, the more widespread the practice.

Table 2, not unlike Table 1, indicates the widespread use of several inappropriate practices among the 56 teachers who completed the needs assessment. For example, Table 2 shows that whole language strategies were not commonly used; rather, the primary focus of the reading program was phonics and instruction in basic skills on a routine basis. Table 2, further indicates that most teachers agreed that the amount of time the children spent reading their own writing as well as literature was inadequate. The need existed for more integration of children's literature throughout the curriculum as indicated on Table 2.

Table 3 shows a summary of the needs assessment data according to classroom management strategies (see Appendix A). The column head, "Undecided and Disagree Responses," in Table 3 represents the number of kindergarten teachers who answered "undecided" and "disagree" on the original kindergarten communication arts needs assessment.

Table 3

Summary of Needs Assessment according to Classroom Management

Item	Undecided and Disagree Responses	Mean Item Score
1. Fixed 2-3 group rotation is used mainly during the reading block.	4	2.1
2. A record keeping system that motivates students to select books is often used.	14	3.4
3. Large group teacher-directed instruction is often used during the reading period.	56	4.8
4. Teacher conducts conferences with students in regard to their self-selected reading.	48	2.3
5. Students often participate in flexible groups.	43	2.4
6. Children often have to sit and wait for the teacher about 10 minutes during reading group time.	56	3.9

Note. The lower the score, the more widespread the use of the practice.

Table 3 indicates that classroom management strategies needed to be altered in grouping children for reading instruction (see items 1 and 5). Similarly, it may be inferred from item 4, Table 3 that most of the teachers needed to utilize conferencing strategies with their students.

In summary a majority of the kindergarten teachers indicated from their ratings of the items on Tables 1, 2, and 3 using a 5-point Likert-type scale, which ranges from 1-strongly disagree, 5-strongly agree, that more information was needed regarding five instructional strategies: whole language, basic skills, phonics, read aloud, and students' authentic reading experiences. These data also showed that more literacy development materials were needed and that teachers needed additional information about grouping for reading instruction. Two 4-hour sessions, four 2-hour sessions, and three 1-hour sessions were planned in accordance with the needs assessment results.

Causative Analysis

The problem of kindergarten children spending too little time actually reading in their classroom had numerous underlying causes. Perhaps the most significant factor was that kindergarten teachers needed to examine their methods of teaching reading in their classrooms. Although the State Board of Education and the local Board of Education require that basic reading skills be taught in kindergarten, there are no mandated restrictions on how these skills must be taught. Neither board dictates the amount of time that kindergarten teachers must allocate to the instruction of basic reading skills. Many kindergarten teachers in the school district assumed incorrectly that basic reading skills should be taught in an isolated manner through drill and practice for an inordinate amount of time daily. The school district's basal reading and testing programs perpetuated the teachers' use of this faulty method of teaching reading.

A second major cause of the problem was that most kindergarten classrooms in the district were poorly equipped with developmentally appropriate children's books and other reading materials. All teachers in kindergarten through eighth grade according to persons in the textbook division, are required by state policy to use the same basal program throughout the district. A committee of six to eight teachers within the district recommends the basal, which is used for six years. One kindergarten teacher served on the textbook committee and had one vote. The basal reading program was selected on the principle of "majority rule." The basal program adopted by the school district usually does not provide a wide array of appropriate stories, poems, and activities for young children. Instead, workbooks are most often the primary reading material for kindergarten children in the school district.

Another reason kindergarten children in the school system spent too little time participating in natural reading experiences was due to inadequate funding for purchase of children's books. Trade books, according to persons in the textbook division, could not be purchased with state textbook funds; consequently, money to buy trade books for classroom libraries had to come from other sources. Some kindergarten teachers diverted a small amount of their annual materials and supplies appropriation, which ranged from $50 to $250, to purchase trade books. Other kindergarten teachers had to rely on parent organizations, school fund raisers, book club specials, and/or personal funds to purchase books for classroom libraries.

A fourth cause of the problem was the perceptions some administrators had of the value of providing trade books for kindergarten children to "read." They agreed that children should be read to, but they questioned the cost-effectiveness of buying large quantities of books for kindergarten classroom libraries, arguing that most 5-year olds are unable to read the text. Some administrators proposed that children's storybooks be checked out of the school's library and that phonics workbooks be purchased with Board funds. Practice exercises in phonics workbooks, some administrators argued, help children make higher scores on tests and facilitate their reading ability; whereas, looking at pictures in trade books is enjoyable, but can not be compared in educational value to phonics workbooks.

Relationship of the Problem to the Literature

A vast amount of literature substantiated the problem that many young children spend too little time in authentic reading experiences in early childhood programs in the United States. The National Association for the Education of Young Children (NAEYC) issued a position statement criticizing current trends toward developmentally inappropriate practice in programs for 4- and 5-year-old children (Bredekamp, 1987). The writers expressed concern that public outcry on the poor quality of education in our nation's schools during the mid-1980's precipitated two major problems in many early childhood education programs across the country. In an effort to improve the quality of education in first through twelfth grades, many parents and legislators, as well as some educators, intensified the demand for the use of formal instruction in early childhood programs. The trend of formal instruction led to an over-emphasis on basic skills and an increased reliance on tests to determine whether children were eligible for enrollment and retention in programs.

The Early Childhood and Literacy Development Committees of the International Reading Association (1986), not unlike NAEYC, issued a joint statement protesting current practices in pre-first grade reading instruction. The committees listed the following nine inappropriate practices that occur in many early childhood programs: (1) 5-year olds are subjected to inflexible, formal reading readiness programs which are developmentally inappropriate; (2) differences in individual learning styles and rates in development are not accommodated; (3) kindergarten children are not allowed to experiment with language and internalize concepts about it; instead, they are forced to give the "one right answer"; (4) an integrated approach to teaching communication arts is not utilized; rather, the emphasis in curriculum is on isolated skill development and/or part of the reading process; (5) reading for pleasure receives little or no attention; (6) knowledge of how young children learn is often not utilized when selecting kindergarten reading programs; (7) pressure to achieve high scores on inappropriate tests has coerced many early childhood teachers to use inappropriate curriculum and instructional strategies with their students; (8) some early childhood educators lack knowledge of early childhood theory and appropriate practice; and (9) many early childhood teachers who are providing appropriate experiences for young children are not forceful advocates for developmentally appropriate practice in early childhood classrooms and centers.

Clay (1979) explained that good readers use phonics, semantics, and syntax. However, according to the author, the phonics cueing system is the least often used by good readers, and it is the most difficult because of the inconsistency in spelling and reading patterns. Goodman (1986) agreed that the letter sound cueing system is, not only hard, but also unnatural. He argued that the purpose of reading is for meaning. These authors inferred that the time children spend "sounding out" rather than reading for meaning, reduces the time they spend in authentic reading experiences. Clay and Goodman also inferred that funds used to purchase phonics materials could be used to purchase children's trade books that approximate natural language.

Harste and Stephen (1985) concluded from their classroom observation study that children in many classrooms do not focus on reading for meaning; instead, they use more ditto sheets than they do books. The authors found that vocabulary development replaced authentic reading experiences and discussions were kept to a minimum and at a literal level. Usually the children in the low reading groups were not challenged to think critically nor was critical thinking demonstrated to the students by the teacher. The authors concluded that in too many classrooms across the country, reading is treated as a passive, silent, private act which must be mastered in isolated experiences rather than in cooperative encounters with others.

Anderson, Hiebert, Scott, and Wilkinson (1985) reported in Becoming A Nation of Readers: The Report of the Commission on Reading that American children spend up to 70 percent of their time allocated for reading instruction completing workbooks independently. Most children, according to the authors, spend more of their reading time on workbooks and skill sheets than they do receiving instruction from the teacher or engaging in authentic reading experiences. Most of the activities in the workbook are not interesting and do not require higher order thinking skills. Anderson et al further showed from their findings that the amount of time students spend in independent, silent reading in school is significantly related to their gains in reading achievement. Yet, data show that the amount of time children spend reading in the average classroom is indeed small. It is estimated that only seven or eight minutes per day or less is spent on silent reading in the average classroom. This 7 or 8 minutes is less than 10 percent of the total reading time. Silent reading may average only 15 minutes per school day. Consequently, the average American child spends far too little time actually reading in school.

Larrick (1987) attacked the basal reading program describing it as "fragmented and meaningless to young children." The author proposed the question: "How can we expect a child to relate to a stilted, unnatural, meaningless, conglomeration of words" (p. 9). The author concluded that if children are to become life long readers, they must spend their time reading enjoyable relevant materials.

Meisels (1987) concurred with Elkind (1987) that testing for kindergarten readiness has reached a national epidemic in the United States. The authors criticized the use of tests to identify children as "ready" for kindergarten or first grade. The misplaced emphasis on high test scores has forced many kindergarten teachers to focus on those skills on which the children would be tested rather than planning a balanced, developmentally appropriate curriculum for young children.

Thorne (1988) explained that parents have pressured many teachers into teaching formal reading in kindergarten through the use of preprimers, workbooks, and check lists of skills. This misdirected pressure has increased since the "back to the basic" movement in the 1980's.

Kantrowitz and Wingert (1989) pointed out that studies show that the back to the basics movement during the 1980's caused many schools to ignore the fact that children learn best through play. If given appropriate materials and time, children develop literacy skills through play. Instead of using the natural approach to facilitate children's development, many schools began to pressure young children to learn isolated basic skills and phonics through the prolonged use of workbooks. The authors explained that the "back to the basic" method was intended for high school; consequently, it was developmentally inappropriate for kindergarten age children.

Mitchell and Modiglian (1989) reported findings similar to Harste and Stephens. Mitchell and Modiglian found in the Public School Early Childhood Study, which analyzed local policies over a 3-year period in more than 1,200 school districts in all 50 states, that public school kindergarten programs were often highly academic, teacher-directed, highly scheduled, and heavily reliant on workbooks. The authors further pointed out that 78 percent of the kindergarten classes observed used workbooks.

Knapp, Turnbull, and Shields (1990) suggested that educators examine current practices used to teach disadvantaged children to read. The authors questioned the practice of teaching isolated basic skills in a fixed sequence, ordered from the simplest to the more complex. They also pointed out that the practice of a linear progression through skill mastery may not be the most effective way to teach children. In other words, the linear progression model suggests that children must be able to master letters, sounds, and words before they are ready to read stories. This rigid model, according to the authors, is limited in several major respects: (1) it underestimates students' capabilities; (2) it delays more challenging and exciting work for too long in some instances; (3) it does not provide a context for learning or for meaningful use of the skills that are taught; and (4) it may reinforce academic failure over the long term. In a linear progression model, students must put small pieces of information together into an integrated and useful base of knowledge, and they are more often unable to accomplish this task. The authors thus concluded that the linear progression "approach to curriculum lacks both coherence and intellectual challenge for students who experience it" (p. 5).

Knapp, et al (1990) examined the role of direct instruction as the primary strategy for teaching disadvantaged students. The authors contended that students do not learn to think for themselves when the teacher breaks each learning tasks into minute parts and explains how to accomplish each part. In addition, some goals which children need to accomplish do not lend themselves to small, manageable steps. Finally, students can easily become too dependent on the teacher to structure their learning, motivate them to learn, and monitor their learning.

Anderson and Armbruster (1990) explained that the "part-to-whole approach" is inconsistent with the overall goal of instruction, which is to assist students in formulating a conceptual model. They expressed concern that the traditional practice in American reading programs does not reflect a conceptual approach to reading instruction. Instead, many American programs purport that skills should be taught prior to children's actually reading and writing. "Consequently, most American children learn letters, sounds, and words that have been introduced in isolation and practiced thoroughly before they try to read whole sentences, let alone whole books" (p. 3).

In conclusion, the literature review indicated that several inappropriate practices were utilized on a regular basis in many of the nation's schools. It also appeared that reading instruction was commonly defined as isolated skill development and drill and practice in phonics. This inappropriate view resulted in many children spending less than 30 percent of their allocated classroom reading time in authentic reading experiences. Furthermore, it resulted in a lack of funding for appropriate reading materials.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The problem was that kindergarten students were not provided the authentic reading experiences in school that were consistent with their developmental needs. Two major factors which had contributed to this problem were the unavailability of appropriate reading materials for the students and the kindergarten teachers' use of inappropriate instructional strategies.

The goal of the practicum was to provide the 30 kindergarten teachers in the target groups with information and resources that would enable them to increase the amount of time their students spent in authentic reading experiences in the classroom. Kindergarten children in the school district spent too little time in authentic reading experiences. Consequently, a 19-hour in-service program was designed to focus on the problem from four perspectives. First, the teachers were expected to increase the amount of time their students spent "actually reading." Next, the teachers were expected to increase the number of children's trade books and materials in their classroom libraries or reading centers. In addition, the teachers were expected to increase the number of times they or a volunteer in the classroom read aloud to the kindergarten students on a daily basis. Finally, the teachers were expected to reduce the amount of time their students spend in rote learning of basic skills.

Behavioral Objectives

Although the needs assessment results indicated numerous developmentally inappropriate practices in the school district's reading/language arts program, only four of these practices were emphasized in the in-service objectives. The following objectives were projected for the practicum:

1. By the end of the 8-month implementation period, 24 of the 30 kindergarten teachers in the target group will report using 46 minutes or more of their 135-minute classroom reading/language arts time for students to participate in authentic reading experiences as measured by the teachers responses to items 9, 21, 24, and 36 on the needs assessment, Primary Classroom Literacy Assessment Inventory (see appendix A).

2. By the end of the 8-month implementation period, 24 of the 30 kindergarten teachers in the target group will report that they have a variety of resources to support the literacy development of their students as measured by items 1, 11, 16, 26, and 40 on the needs assessment, Primary Classroom Literacy Assessment Inventory (see Appendix A).

3. By the end of the 8-month implementation period, 24 of the 30 kindergarten teachers in the target group will report that they or a volunteer in the classroom reads aloud to the students at least three times each day as measured by the teachers' response to item 37 on the needs assessment, Primary Classroom Literacy Assessment Inventory (see Appendix A).

4. By the end of the 8-month implementation period, 24 of the 30 kindergarten teachers in the target group will report using not more than 45 minutes of their 135-minute classroom reading/language arts time for drill and practice in basic skills as measured by the teachers' responses to items 5, 23, and 39 on the needs assessment, Primary Classroom Literacy Assessment Inventory (see Appendix A).

Measurement of Objectives

The 30 teachers in the target group and 25 of the 26 non-target teachers from the random sample who participated in the needs assessment, Primary Classroom Literacy Assessment Inventory (see Appendix A), in the spring of 1991 completed the needs assessment again in the spring of 1992. The four objectives were measured by the results of specific items extrapolated from the needs assessment completed in 1992. Although the target group as well as the 25 other teachers who participated in the needs assessment received the same needs assessment, the forms were color-coded to assist the writer in distinguishing the data from the two groups.

The four objectives also were measured by informal classroom observations by the writer. Each of the 30 teachers in the target group was visited in her classroom during the reading/language arts period at least once by the writer during the period from October to April. The writer recorded classroom observations on two instruments: (1) Journal (see Appendix B) and (2) Observation Checklist of Students' Literacy Experiences (see Appendix C). Both of these instruments developed by the writer were used to document the degree to which the objectives were met.

Finally, the objectives of the in-service were measured by the self-report of the 30 teachers in the target group during sharing sessions, which began in September and ended in April. Each teacher maintained a brief summary and evaluation of new classroom experiences used to increase the amount of time the students spent in authentic reading experiences. In addition to her own report, each teacher in the target group received a photocopy of the other 29 teachers' Sharing Logs (see Appendix D) so that the teachers began to accumulate a repertoire of authentic reading activities they could use with their kindergarten students.

Description of Plans for Analyzing Results

The needs assessment data collected in the spring of 1992 from the target group of 30 teachers and the 25 other teachers who participated in the random sample were analyzed separately. However, the results from the two groups were compared to determine whether the 30 teachers in the target group indicated fewer "disagree" and "undecided" responses to appropriate practices and, at the same time, answered more "disagree" and "undecided" responses to inappropriate practices. The responses from the 25 teachers who did not participate in the 8-month practicum were expected to remain relatively the same as they were in the spring of 1991. This measurement strategy allowed the writer and others in the school district to generalize the results of the needs assessment data to the overall kindergarten reading/language arts program in the district.

Data gathered from classroom observations (see Appendices B & C) and from teachers' sharing sessions (see Appendix D) were analyzed to determine the type of literacy activities and the frequency with which students participated in authentic reading experiences.

The weekly log (see Appendix E) was analyzed on an on-going basis in order to identify the consistency or inconsistency of events to the specific objectives. Events or activities found to be inconsistent with the objectives of the practicum were altered.

The needs assessment results, along with the other data gathered during the practicum, will be used as a basis for reviewing the systemwide kindergarten program. Data gathered also will be used as plans are made to revise the kindergarten reading/language arts program in the school district.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The problem was that kindergarten students were not provided the authentic reading experiences in school that were consistent with their developmental needs. The literature review disclosed four options the 30 teachers in the target group could use to increase the amount of time kindergarten students in their classrooms spend in authentic reading experiences and, at the same time, reduce the amount of time the students spend in isolated drill and practice of basic skills. Further, the literature review pointed out several ways teachers could procure books and supplementary materials for classroom libraries.

One possible solution to the limited amount of time students spent in authentic reading experiences in the classroom was the use of the read-aloud approach. Anderson, Hiebert, Scott, and Wilkinson (1985) in the Commission's Report on Reading wrote from their research indicated that the most beneficial activity teachers can use to increase the knowledge necessary for eventual success in reading is reading aloud to children.

Trelease (1989) recommended three primary reasons teachers should read to children. These reasons are as follows: (1) if children are read to when they are young, then they will want to imitate what they see and hear; (2) if the stories and poems being read are interesting and exciting enough to hold the children's attention, then the reader is building up the children's imagination; and (3) if the initial readings are short enough to match the children's attention span, then the children gradually lengthen both their attention span and their reading levels. Another important reason teachers should read aloud to children, according to Trelease, is that reading aloud allows children to experience excitement and come to accept reading as a pleasureful experience.

Mason, Peterman, and Kerr (1989) also described several important reasons teachers should read to students in kindergarten. Studies cited indicated that when students are read stories daily, their story understanding and their retelling ability are increased. In addition, students are provided opportunities for listening, interpreting, and discussing stories.

Teale and Sulzley (1989) advocated that teachers read aloud at least once daily to kindergarten children and even more if possible. The authors advised that the main value of storybook reading to young students is that it teaches them about reading. Teale and Sulzby also suggested that students have exposure to a wide range of literature--everything from folktales and fables to contemporary stories, from fiction to non-fiction, and from plays to poetry.

Heath (1983) reported that some middle-class families spend from 30 to 45 minutes per day reading to their children. This one-on-one interaction between the parent and child with reading materials gives the middle-class child an advantage over the child who has not had these experiences. Because some children do not have numerous experiences at home with a supportive adult reading to them, they need a significant amount of read-aloud experiences at school.

Several authors [Goodman, et al (1987); Larrick (1987); Nurss (1987); Tunnell and Jacobs (1989); and Throne (1988)] conducted studies that suggested additional advantages of reading aloud to children from trade books. The authors contended that reading aloud does the following: (1) motivates children to read because they experience success; (2) stimulates children's ability to read because they are likely to want to reread the book; (3) helps children to clarify the structure of stories and books; (4) allows children to practice reading with authentic, meaningful language; and (5) extends children's knowledge about the world and themselves.

Another possible way of increasing kindergarten students' authentic reading experiences at school is through the use of a strategy called by several names--"read together," "assisted reading," "shared reading," or "pleasure reading." Holdaway (1982) advocated this strategy using quality literature selections. In "read together" the teacher first reads a story or a poem to the students. During the second reading, the students join in the reading of familiar lines in the text. During subsequent readings the teacher stops periodically and allows the students to predict words and phrases that come next in the text (O'Neil, 1989). Often "big books" are used in this activity at school so that the students are able to follow the print easily. However, big books are not essential to shared reading experiences; charts, posters, and regular books can be used in this process.

The major advantage of "read together" is that all students, whether at-risk or enriched, can be actively involved in the reading. Further, this strategy integrates well with direct instruction of basic skills (Wicklund, 1989). Moreover, it could increase kindergarten students' authentic reading experiences.

A minor disadvantage of the read together (shared reading) strategy was the unavailability of an adequate variety of appropriate children books in the target teachers' classrooms. However, each teacher in the target group received a small grant with which to purchase books.

The third possible solution found in the literature suggested integrating phonics with whole language experiences. Anderson, Hiebert, Scott, and Wilkinson (1985) wrote in Becoming a Nation of Readers: "On the average, children who are taught phonics get off to a better start in learning to read than children who are not taught phonics" (p. 37).

Chall (1983) concluded that systematic phonics instruction is a valuable component of beginning reading instruction and should be used to complement whole meaningful reading. Adams(1990), who agreed with Chall, reported that when systematic phonics instruction had been utilized in conjunction with emphasis on comprehension, language development, and connected reading, overall superior reading results had occurred. This was especially true, according to Adams, for students who had limited literacy experiences prior to entering school. Students with limited literacy experiences, argued Adams, need help learning to recognize the relationship between symbol and meaning. She further explained that students who have been read to regularly, however, probably do not need direct instruction in phonics because they have already learned word sounds and the alphabet by listening and watching.

Adams (1990) estimated that 25 percent of middle-class children and a higher percentage of poor children enter school without any knowledge of the rudiments of reading. Those children, the author concluded, need phonics.

Trachtenburg (1990) recommended teaching phonics instruction in conjunction with children's literature. She suggested a strategy called "whole-part-whole." This strategy includes the following steps:

(1) Whole: read, comprehend, and enjoy a whole, quality literature selection.

(2) Part: provide instruction in a high utility phonics element by drawing from or extending the preceding literature selection.

(3) Whole: apply the new phonics skill when reading (and enjoying) another whole, high quality literature selection.

Trachtenburg claimed that to start with a whole piece of literature is not only a common sense approach but also sound pedagogy. Focusing on a targeted phonics element soon after a literature selection has been heard several times in an enjoyable story contextualizes the decoding lessons. Thus, the need to teach phonics in isolation is alleviated. The author argued that practicing and applying a phonics principle in quality children's literature gives students familiar, meaningful, natural language, and interesting stories. Essentially, the whole-part-whole strategy is supposed to connect learning to decode words with real reading.

Trachtenburg cautioned that phonics instruction should be designed to teach only the most critical and regular sound-symbol relationships. Furthermore, only students who have been identified for special instruction in phonics should receive it.

Schickedanz (1989) illustrated ways basic literacy skills could be integrated throughout the day in appropriate experiences for kindergarten students, thus alleviating the need for isolated drill and practice of skills. In this study, reading labels, notes, lists, directions, and books comprised only a few of the literacy experiences in which the kindergarten students participated on a daily basis. The students used their knowledge of phonics as needed to "sound out" names and words when they needed assistance in reading or writing something. Sounding out had a purpose that was meaningful to the students. Worksheets were not used nor were isolated letters focused on during the class period; instead, reading was used. It is important to remember, the author emphasized, that teachers must know what skills they need to teach and must know how to make them explicit in classroom routines. The students can and will learn basic skills when they are taught in the context of meaningful experiences.

Finally, Schickendanz urged that students from less affluent families who might need phonics be given the same opportunities to learn to read and write as their more affluent counterparts. Being able to pronounce words and to understand their meanings within the context is reading. Some students need phonics, argued Schickedanz, in order to pronounce words.

Staab (1990) concurred with Schickedanz (1989) regarding the use of phonics in the classroom. Staab contended that creating an exciting print rich environment and allowing students to engage in meaningful literacy experiences are basic elements of a whole language classroom; however, the appropriate type of teacher mediation is a critical factor. Thus, the author proposed the strategy "teacher mediation." In this process, the teacher provides the information students need to know when they need to know it. The mediation is subtle, yet definite on the part of the teacher.

The major advantage of teaching decoding is that letter-sound relationships are one of the cueing systems' used in reading (Clay, 1979). Students should have the option of using this system should the need arise. Also, phonics instruction can be integrated into meaningful context (Cazden, 1977; Benedict, 1984; and Farr, 1988).

The major disadvantages of teaching decoding is the temptation that some teachers may have to teach phonics skills in isolation and to spend so much time on sounding out that students do not have sufficient time to participate in authentic reading experiences. Of grave concern is the possibility that kindergarten students acquire the misconception that "reading" is only "sounding out" words and completing phonics workbooks and worksheets. If 5-year-olds, especially those with limited literacy experiences prior to school, visualize reading as only phonics, they may never experience the joy of reading for pleasure. Moreover, they may continue to make low scores on reading comprehension tests; consequently, prior to high school graduation, they may well decide school is not the place for them.

The fourth possible solution gleaned from the literature was basically a developmental approach to teaching reading. Piaget (1962) explained that dramatic play fosters the young child's intellectual development. Thus, Piaget inferred that young children should learn to read through play and natural experiences.

Christie (1990) reported that a significant amount of research indicated that when students are given an opportunity to participate in "literate" play settings stocked with reading and writing materials, they readily incorporate literacy into their play episodes. Consequently, numerous opportunities for students to engage in literacy related dramatic play are essential in the kindergarten program. Christie claimed that by providing literate play centers, ample time for play, and appropriate types of adult involvement, teachers can give students opportunities to have authentic, meaningful experiences with emergent reading and writing. The author further pointed out that appropriate play experiences for young students have the advantage of being enjoyable and free from the risk of failure.

Clay (1979) and Heald-Taylor (1989) advocated literacy development through natural oral language experiences. Heald-Taylor cited the research of Chomsky (1969) and Sulzby and Teale (1983-1987) and concluded that the data unmistakably demonstrated that pre-school children learn language developmentally, rather than through formal instruction. Clay's research showed that students learned to read better when texts retained the natural qualities of the child's oral language.

Teale and Sulzby (1989) examined the concept of emergent literacy and cautioned that literacy may be a "complex sociopsycholinguistic activity." This view is important because researchers have begun to study literacy development from the child's perspective.

The authors drew several conclusions from observing children engage in literacy activities. First, learning to read and write begins long before children come to school at age five. Next, literacy develops from children's engagement in functional or real experiences in which reading and writing are used to accomplish goals. The orientation to literacy as a goal directed activity is significant, according to Teale and Sulzby, because it illustrates that the foundation of children's growth in reading and writing relies upon viewing literacy as functional rather than as a set of abstract, isolated skills to be learned. Third, the authors concluded that oral language, reading, and writing are interdependent as children increase their literacy learning. For example, the authors found that a strong oral language base facilitates reading; that reading books to children increases their vocabulary; and that writing improves children's reading skills. Writing also builds decoding skills.

Sulzby (1985) contended that young children's emergent readings of favorite storybooks are not just rote memorization of books. The students, she pointed out, use the illustrations and text to garner meaning from the story even though they are not necessarily reading the actual text.

Strickland and Morrow (1990) recommended an integrated approach to content and emergent literacy skills as a strategy for increasing the amount of time students participate in authentic reading experiences. Some examples include the following: (1) in music the students can read the words of a song written on an experience chart; (2) during free-play in the block center, the students can write and read signs; and (3) the students can read and follow a simple recipe for play dough in the art center.

The major advantage of the developmental approach is that it is consistent with how children learn best. Hansen (1987) documented that children grow as readers when they have the opportunities of time, choice, and responsibility. Another advantage is that students are likely to develop a love for learning because they experience success, and the activities are meaningful and interesting.

Roser, Hoffman, and Farest (1990) and Ridley (1990) suggested ways to procure quality children's trade books and supplementary literacy materials. Roser, Hoffman, and Farest recommended that grant money be used to purchase children's books. Ridley (1990) explained that teachers can contact the public library in the community as well as the schools library to get multiple copies of books. Teachers can also exchange literature with each other. Parents, community service organizations, and businesses may be contacted and asked to donate children's trade books to the class library. Also, teachers may purchase children's books cheaply at flea markets and discount stores.

Description and Justification for Solution Selected

The three possible solutions proposed to increase the amount of time kindergarten students spend in authentic reading experiences were to read aloud, to read together, and to use systematic instruction of phonics through integrated thematic units and children's literature. These three strategies were chosen because they appear to be compatible with the school district's goals. Furthermore, data indicate that they can increase authentic reading experiences of kindergarten students. The read-aloud strategy has received documented evidence that it is one of the most effective ways to help children learn to read. Read together or shared reading allows children to read along with the teacher, to reread, and to experience success with interesting trade books. Systematic instruction in phonics through integrated units and literature was proposed because a significant number of the children who would be impacted by the practicum had limited literacy experiences; therefore, they would need some assistance in understanding the sound-meaning relationship.

In addition to the three instructional strategies proposed, literacy materials were needed in order to increase students' authentic reading experiences. Funds were requested through a grant to purchase instructional materials and professional resources for the 30 teachers who participated in the practicum.

Report of Action Taken

Thirty kindergarten teachers who had responded to a needs assessment (see Appendix A) of the school district's kindergarten communication arts program voluntarily participated in a 19-hour in-service workshop. The workshop consisted of two 4-hour, four 2-hour, and three 1-hour sessions. The two 4-hour sessions were held on regularly scheduled in-service days; whereas, the four 2-hour and three 1-hour sessions were held after school, one session per month from September through May.

Inservice sessions were designed to ascertain strategies and to identify and develop instructional materials that could be used to increase the authentic reading experiences of kindergarten students. To reach this goal, the teachers in the target group and the writer participated in a variety of professional growth activities. These activities included the following: (1) reading and discussing four professional books; (2) viewing and discussing four videos; and (3) reading and sharing literature that described instructional strategies relative to increasing kindergarten students' authentic reading experiences in the classroom. Further, the teachers conducted a student reading interest and attitude survey in their classrooms. The target group and the writer also attended a presentation by the nationally known lecturer, Jim Trelease.

Numerous professional books on reading were previewed by the writer prior to the formal implementation of the practicum. The following four books were selected by a sub-committee of the target group and the writer: Emerging Literacy: Young Children Learn to Read and Write (Strickland & Morrow, 1989); The New Read-Aloud Handbook (Trelease, 1989); Reading in Junior Classes (New Zealand Department of Education, 1985); and Joyful Learning (Fisher, 1991). Funds from a grant were used to purchase a copy of these books for each member in the target group.

The first meeting, which was a 4-hour session was an overview of the practicum. It focused on the goals, objectives, and implementation strategies of the practicum. Expectations of project teachers were discussed; various resources; such as professional books, catalogs that included children's books, and an agenda for subsequent meetings were also distributed and discussed. The last hour of the workshop was used by the teachers to make poetry charts for their classrooms.

In order to establish a philosophical foundation and a common frame of reference, Emerging Literacy: Young Children Learn to Read and Write (Strickland & Morrow, 1989) was the first book read prior to the second meeting. No classroom observations were made by the writer before the second meeting.

During the second meeting, the teachers viewed the video "Language Learning and Literacy" (Rigby) and compared the ideas presented with those in Emerging Literacy: Young Children Learn to Read and Write (Strickland & Morrow, 1989). Several teachers also shared other ideas about literacy development, ascertained from articles they had read.

Between monthly sessions, teachers in the target group read literature relative to authentic reading experiences for young children. They selected strategies from their readings and used them in an effort to increase the amount of time their kindergarten students spent in authentic reading experiences in the classrooms. The teachers also maintained a log of their reactions and those of their students to new reading strategies implemented in their classrooms. Each of the 30 teachers shared at least one strategy during the 8-month implementation of the practicum. Articles shared by the teachers were duplicated and distributed to the target group.

Prior to the third meeting, the teachers conducted a student interest and attitude survey in their classrooms using an adapted version of "Elementary Reading Attitude Survey" (McKenna & Kear, 1990). Data gathered from these surveys were discussed by the teachers as they formulated guidelines for selecting children's trade books for their classroom libraries. Likewise, The New Read-Aloud Handbook (Trelease, 1989); Reading in Junior Classes (New Zealand Department of Education, 1985); and criteria established by the writer were discussed in relationship to selecting children's trade books.

Jim Trelease was the featured speaker at the third meeting. He discussed the importance of reading aloud to children, not only with members of the target group, but also with more than 300 parents and other educators of young children.

During the fourth meeting, the target group shared professional articles on reading; reviewed significant information from Jim Trelease's presentation; and contrasted ideas presented in The New Read-Aloud Handbook (Trelease, 1989) with book selection recommendations proposed by the writer. Specific information for selecting books for "shared reading" and "guided reading" was distributed and discussed by the writer.

The teachers in the target group perused the book, Reading in Junior Classes (New Zealand Department of Education, 1985) prior to the fifth meeting. Each teacher also began to compile a list of books to be ordered. In the meantime, the writer had observed more than one-half of the teachers in their classrooms.

The primary purpose of the fifth meeting was to discuss book lists and to share relevant information from journal articles. The target group, in addition, began to complete book requisitions. During this meeting the teachers were asked to submit their requisitions to the writer for processing prior to winter break.

All requisitions were reviewed by the writer, discussed as necessary with teachers, and submitted for final processing prior to meeting number six. In addition, the writer observed six more teachers in their classrooms.

The sixth meeting was a 4-hour session. The teachers began the session by learning to make several types of books - "fun-shaped," accordion, big book, hard cover, and "quick-and-easy" books. Next, the group viewed and discussed the video, "Shared Book Experience" (Rigby). Furthermore, the teachers examined numerous "big books" and regular children's books. They discussed the features that made these books suitable for shared reading experiences. Some teachers described favorite books that they had used in shared reading and told how they had integrated skills with their reading. The session ended after the writer gave a status report on the project and shared future plans.

The focus of meeting number seven was on the strategy, "guided reading." The teachers discussed Reading in Junior Classes (New Zealand Department of Education, 1985) and viewed the video, "The Wobbly Tooth" (Rigby). After the video, using eight kindergarten students from one of the target teacher's classroom, the writer demonstrated the guided reading process. Next, the group informally shared articles while they ate pizza and/or talked with the children.

The target group began to read the book, Joyful Learning (Fisher, 1991) prior to the eighth meeting and continued to implement strategies that increased the authentic reading experiences of students in their classrooms. The writer observed eight additional teachers in their classrooms.

During meeting number eight, the target group viewed and discussed the video, "Whole Language: A Framework for Thinking." (Rigby). The teachers contrasted strategies presented in the video with strategies they were using in their classrooms. Several members of the group distributed and discussed articles that described "whole language" strategies.

Meetings nine and ten focused on "whole language" strategies. The teachers discussed Joyful Learning (Fisher, 1991), along with strategies they had chosen to implement in their classrooms.

The final phase of the practicum included a reassessment of the school district's communication arts program. "Primary Classroom Literacy Assessment Inventory (see Appendix A) was distributed to the 56 teachers who had participated in the survey in the spring of 1991. Thirty of the teachers who responded to the survey were teachers who had participated in the 8-month practicum.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

The problem was that kindergarten students in the local school district were not provided sufficient, authentic reading experiences in school. Data showed this problem to be national, as well as local. Two major factors within the local school district were found to have contributed significantly to this dilemma: (1) the unavailability of appropriate reading materials for the students and (2) the kindergarten teachers' use of inappropriate instructional strategies. Thus, the goal of the practicum was to provide the 30 kindergarten teachers in the target group with information and resources that would enable them to increase the amount of time their students spent in authentic reading experiences in the classroom.

Results

The results of the practicum are presented from selected items on a locally developed communication arts needs assessment survey, Primary Classroom Literacy Inventory (see Appendix A). This survey was redistributed to 56 kindergarten teachers in the spring of 1992. These teachers had previously responded to the survey in the spring of 1991. Thirty of the teachers who responded to the communication arts needs assessment survey voluntarily participated in the 8-month practicum; 26 teachers did not participate. To determine the extent to which the goal of the practicum was met, survey results from the 30 teachers who participated in the practicum were compared to the survey results from

25 teachers who did not participate in the practicum. One kindergarten teacher in the non-target group did not return her survey in the spring of 1992.

In addition to the needs assessment survey, the teachers in the target group evaluated innovative instructional strategies used in their classrooms to increase the amount of time their students spend in authentic reading experiences during sharing sessions. Similarly, the writer maintained a Journal (see Appendix B) and an Observation Checklist of Students' Literacy Experiences (see Appendix C).

The practicum had four specific objectives. The first objective was to have at least 24 of the 30 kindergarten teachers who participated in the practicum report that they used 46 minutes or more of their 135-minute classroom reading/language arts time for their students to participate in authentic reading experiences. This objective was measured by the teachers' responses to items 9, 21, 24, and 36 on the needs assessment (see Appendix A). The results of this objective, as measured by the teacher's self-reports, are summarized in Table 4.

Table 4

Summary of Needs Assessment according to Students' Reading Experiences

	Undecided and Disagree Responses		
Item	Random Group	Target Group	Non-Target Group
1. Students often read original stories and trade books to others.	42	0	11
2. Students participate in shared reading.	0	0	0
3. Students often participate in various oral language activities.	14	0	2
4. More than 1/3 of the 6-hour instructional day is used for children to "actually read."	54	3	21

Note. The lower the number, the more widespread the practice. Random group = maximum number 56, spring 1991; Target group = maximum number 30, spring 1992; Non-target group = maximum number 25, spring 1992.

As shown in Table 4, both the target and non-target teachers indicated on the survey that their students consistently participated in shared reading experiences. However, the data also showed that approximately one-half of the teachers who did not participate in the practicum did not have their students read original stories and trade books to others. Moreover, Table 4 shows that only four of the teachers in the non-target group used more than two hours of their instructional day for children to "actually read"; whereas, 27 of the teachers in the target group responded that more than one-third of their instructional day was used for students' authentic reading experiences.

Classroom observations by the writer verified that the teachers in the target group immersed their students in a variety of literacy experiences. The writer observed each of the 30 teachers in the target group at least once as they worked with the students in the classroom. Two classes were observed twice, and one was observed three times. Students were observed participating in a wide variety of authentic reading experiences as well as extended reading activities. The following five descriptions are activities observed during the writer's school visitations:

- A "reading circle" (Miller, 1990-91) was implemented in one classroom. It was apparent to the writer that the teachers and the eight students in the group had read the story, The Sandwich That Max Made (Vaughan, 1988), many times prior to the observation because the students were familiar with the story. The teacher had made cut-outs of the food items named in the story from construction paper. After each student read a page independently from the big book, he or she removed the paper food items described in the story from a tray in the center of the circle and literally built the sandwich. After each child had a turn, the teacher and the students reread the story together. A follow-up activity allowed the students to illustrate their favorite sandwiches and to write a class book about them. Two children chose to paint their illustrations, three chose construction paper and glue, one looked for pictures in the newspaper, and two drew with water colored markers.

- In the second class the students read the big book, Who Will Be My Mother? (Cowley, 1990), as a drama. The teacher narrated while the girls read the character part for "lamb," and the boys read the other character parts in the story.
- Six students in the third class sat at a table with headsets on and each had a copy of Fly, Fly, Wicthy (Lawrence, 1990) before them. Although it was April, the students sang along with the music as they followed the words and pictures in their books.
- The fourth group's demonstration of students participating in authentic reading experiences was the "echo-reading" (Lizakowski, 1990-91) of the poem, "The Seed" (Eggleton, 1988). The teacher read a line of the poem while pointing to the words; the students repeated them after her. The teacher and students then brainstormed actions to illustrate the poem. The teacher and the students echo-read the poem and performed hand actions that illustrated the growth of a tree from a seed. Finally, the children illustrated the growth process of the tree (using total body movements as they echoed the poem). They uncoiled from a seed and branched-out into a tree. They then glided around the teacher like butterflies. A couple of boys, however, appeared to be airplanes!
- In class five the writer observed a little boy sitting at a table during free choice center time browsing through a copy of the magazine, Ebony Jr. He averaged almost 30 seconds per page before turning to the next page.

In summary, Figure 2 shows the most common authentic reading experiences in which the students were observed participating. Thirty on the scale represents the total number of classrooms visited. The writer maintained a Journal (see Appendix B) and used the Classroom Observation Checklist of Students' Literacy Experiences (see Appendix C) to compile these data.

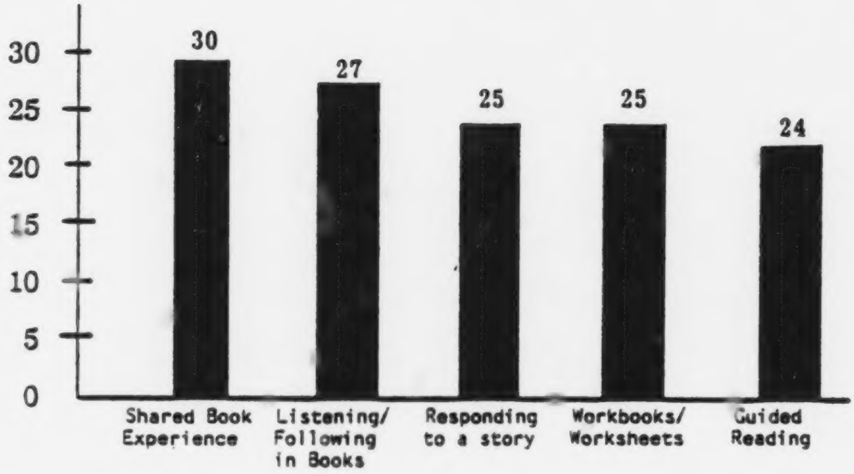

Figure 2. Students' Reading Experiences

Figure 2 shows that during the time the writer observed activities in the 30 target participants classrooms, the teachers involved their kindergarten students in a variety of authentic reading experiences, which included shared book experiences, listening/following along in books, responding to a story, and guided reading. Twenty-five of the 30 teachers used workbooks and/or worksheets during the half-hour to one hour observation. Most worksheet activities however, were used in April prior to the administration of a standardized test.

The original plan to make initial classroom observations on a drop-in basis did not materialize. The writer had planned to visit teachers unannounced during the 135-minutes communication arts block; however, her schedule did not always permit classroom observations in the morning. Also during early fall and late spring, several of the kindergarten teachers in the target group called to schedule visits with the writer because they had planned or were in the process of planning field trips for their students. Consequently, all initial classroom observations had to be scheduled with teachers.

The second objective was to have at least 24 of the 30 kindergarten teachers who participated in the practicum to report that they had a variety of resources to support the literacy development of their students as measured by items 1, 11, 16, 26, and 40 on the needs assessment, Primary Classroom Literacy Assessment Inventory (see Appendix A). The results of this objective as measured by the teachers' self-report are summarized in Table 5.

Table 5

Summary of the Needs Assessment according to the Availability of Instructional Resources

	Undecided and Disagree Responses		
Item	Random Group	Target Group	Non-Target Group
1. The classroom library has a wide variety of reading materials.	50	0	19
2. Ample materials are provided to support the literacy program.	53	2	24
3. Adequate supplies are provided to support the literacy program.	40	0	23
4. Resource people are utilized to extend children's literacy experiences.	10	0	2
5. At least three trade books per student are available in the classroom library.	54	3	25

Note. The lower the number, the more readily available the instructional resources.
Random group = maximum number 56, spring 1991; Target group = maximum number 30, spring 1992; Non-target group = maximum number 25, spring 1992.

Table 5 indicates that overall, teachers in the target group have adequate literacy resources for their kindergarten classrooms; whereas, teachers in the non-target group do not. Data show that both target kindergarten teachers and non-target teachers utilized resource people in their classrooms to increase their students' literacy experiences.

In addition to responding to selected items on the needs assessment (see Appendix A), the teachers recommended 170 children's trade books for classroom libraries in the district (see Appendix F). Two-thirds of the 30 target teachers voted to include these books and explained that they would enhance the district's communication arts program. Further, they contended that these books, with some exceptions, were consistent with the interests of the students in their classrooms. Moreover, they explained that at least 50 percent of these books would afford teachers in the district the opportunity to increase the authentic reading experiences of their students.

Numerous titles, according to the teachers, were based on the results of the student interest and attitude survey. Data were gathered from interviews with the 630 kindergarten children who were in the target teachers' classrooms. Each child was asked to respond to seven questions. The results of five questions are summarized in Table 6.

Table 6

Summary of Student Reading Interest and Attitude Survey

	Item	Happy Responses	Sad Responses
1.	How do you feel about going to the library at school?	498	132
2.	How do you feel about spending free choice center time reading books?	17	613
3.	How do you feel about using our reading workbooks?	460	170
4.	How do you feel about making books?	611	19
5.	How do you feel about reading time at school?	463	167

Note. Number equals 630 kindergarten students in spring of 1992.

Table 6 indicates that approximately 79 percent of the students enjoyed going to the school library; however, only 3 percent liked reading well enough to spend their free choice center time reading books. Data further shows that approximately 73 percent of the students responded that they liked both using their reading workbooks, and they enjoyed reading time at school. The majority, 97 percent of the children, indicated that they liked making books.

Two additional questions included in the Student Reading Interest and Attitude Survey were the following: (1) "What do you like to read about?" and (2) "What is your favorite story?" The most common responses to question one was animals. Seventy-one percent of the students named an animal, with dinosaurs being the most common followed by bears and dogs respectively. Approximately 11 percent of the children stated that they like to read about monsters, and 18 percent named a variety of other things. The most common responses to the second question--"What is your favorite story?" -- were Beauty and the Beast, The Gingerbread Boy/The Gingerbread Man, The Three Bears, The Three Little Pigs, 101 Dalmatians, and Fly, Fly, Witchy. There was not an appreciable difference between the boys and the girls who liked the Gingerbread Boy, The Three Bears, The Three Little Pigs, and Fly, Fly, Witchy. However, more girls than boys chose Beauty and the Beast as their favorite book. The boys, when compared to girls, chose 101 Dalmatians more often.

In addition to purchasing books for the classroom library from grant funds, each teacher purchased one children's story on video cassette and 24 blank audio cassettes. Teachers, parents, children, and guests recorded their favorite stories to accompany books in the classroom libraries. The teachers did not purchase literacy related computer software; however, they did check this type software out of their school's library. Teachers and students made group books as well as individual booklets for their classroom libraries. The teachers also made literacy posters and charts for their classrooms.

Upon visiting the target teachers in their classrooms during the winter and spring, the writer noticed that nearly all teachers had followed the writer's recommendations that (1) one-third of the books have a multi-cultural perspective; (2) at least one book be an award-winner; and (3) the book collection should represent a variety of genres. Some of the observations included the following:

- Four teachers had made very interesting and unusual selections. One teacher had two copies of the book, Beauty and the Beast (Disney, 1991; Singer, 1991). One book was consistent with the Disney animated film and was a chapter book; the other was an abridged version. This teacher had also purchased a copy of the video cassette, "Beauty and the Beast."
- Another teacher had purchased two anthologies: Six by Seuss: A Treasury of Dr. Seuss Classics (Geisel and Geisel, 1991) and The Complete Tales of Beatrix Potter (Potter, 1989). She had also purchased the video, "Tales of Beatrix Potter."
- A third teacher had purchased a copy of the books: The Story of the Three Little Pigs and Other Tales (Holeinone, 1990) and The True Story of the 3 Little Pigs! (Scieszka, 1989). The children were in the process of bringing in other books about the three little pigs.
- A fourth teacher had ordered the little chapter book, Stone Fox (Gardiner, 1980) along with the video cassette. This teacher explained that she wanted to experiment with her students by observing their reactions to one of her favorite books. This teacher had incorporated the recommendations of Trelease (1989) who indicated that a student's listening vocabulary was greater than his or her reading vocabulary. He also recommended that kindergarten teachers read chapter books to their children.

A local bookstore donated 36 copies of the book, Serina's First Flight: A Tooth Fairy's Tale (Kopald, 1991). Each teacher in the target group received an autographed copy of this book; one was also given to one of the principals. Two of the teachers who participated in the practicum also received two copies of the book as well as an audio cassette tape of the author reading her story. The next day the author, Suanne Kelley Kopald, read Serina's First Flight: A Tooth Fairy's Tale to kindergarteners at the school receiving the books and tapes. This special event encouraged other teachers in the target group to contact the bookstore about having an author visit their classrooms and read to their students.

Objective three was to have at least 24 of the 30 kindergarten teachers in the target group report that they or a volunteer in the classroom read aloud to the students at least three times each day as measured by the teachers' responses to item 37 on the needs assessment, Primary Classroom Literacy Assessment Inventory (see Appendix A).

The 30 teachers who participated in the practicum reported that they or a volunteer did indeed read to the students at least three times daily. Whereas, 24 teachers of the 25 in the non-target group reported that they did not read to their students three times daily.

Objective three was revised in the Fall of 1991. The original objective in the spring of 1991 focused on the teacher or an adult reading aloud to the students in the classroom. This objective was challenged by 21 five-year-olds in one of the target teachers' classrooms. The students argued that when they read their original stories to the class, their stories should be counted for read aloud. The teacher of these students had explained the objectives of the practicum to her class, and they brainstormed ways to meet the objectives and maintain a record of their results. The teacher agreed with her students that their reading aloud during "author's chair" time should be counted toward the attainment of this objective. The teacher presented her students argument at one of the monthly meetings.

After listening to the students' rationale, the writer compromised. Since the activity author's chair provides for five students to read aloud to the class for about 10-minutes per day, the writer agreed that author's chair could count as one read aloud. The objective was then revised from "an adult" to "a volunteer" in the classroom reading aloud to the students.

The students who used the author's chair experience to share their original stories with their peers used a "bookworm" called the "Hungry Caterpillar" to record the number of times they participated in read aloud. Each day a different student had the responsibility of posting three oval shapes onto the body of the bookworm. The teacher, an assistant teacher, or a student wrote the names of the story and poem read aloud to the class on two ovals, and "author's chair" was written on the third oval along with the names of those students who had read aloud that day.

The writer visited this class a second time in the spring of 1992. The students proudly counted the segments on their bookworm and explained that it was a graph that helped them to document reading aloud experiences in their classroom. One student speculated, "We had more read aloud (time) than anybody in the school. See our long, long Hungry Caterpillar. He likes to hear stories."

The final objective was to have 24 of the 30 kindergarten teachers in the target group report using not more than 45 minutes of their 135-minute classroom reading/language arts time for drill and practice in basic skills as measured by the teachers' responses to items 5, 23, and 39 on the needs assessment, Primary Classroom Literacy Assessment Inventory (see Appendix A). The results of this objective are summarized in Table 7.

Table 7

Summary of Needs Assessment according to Time Used for Drill and Practice

Item	Random Group	Target Group	Non-Target Group
	Undecided and Disagree Responses		
1. Students spend most of their time working on skills.	7	28	3
2. Reading instruction is primarily skill development.	8	30	3
3. No more than 15 minutes are used for daily drill and practice in basic skills.	0	26	2

Note. The lower the number, the more widespread the practice. Random group = maximum number 56, spring 1991; Target group = maximum number 30, spring 1992; Non-target group = maximum number 25, spring 1992.

Table 7 shows that more than 24 of the 30 teachers in the target group have decreased their emphasis on prolonged use of drill and practice of skills; whereas, data show that a majority of the teachers in the non-target group continue to use a great deal of drill and practice. Table 7, based on the teachers' self-report, shows that objective four was met by the target teachers.

Observations by the writer were used also to determine the extent to which teachers in the target group used alternative strategies to drill and practice of basic skills. The writer observed numerous teachers in the target group using authentic reading experiences and extended activities to help their students develop meaning from the text, and at the same time, reinforce basic concepts and increase skill development. The following are a few of the developmentally appropriate activities observed by the writer.

- In early October children in one target teacher's classroom continued the unit, "All About Me." The teacher reread The Best Face of All (Commissiong, 1991). The children discussed the story and compared the colors of their eyes and the shapes of their noses and faces. They talked about the length and textures of their hair. This story was extended as the children developed graphs and talked about the concepts of "more and less."
- During the next observation, the teacher also discussed the unit, "All About Me." She focused on the children's learning of their birthdates. She read Clifford's Birthday Party (Bridwell, 1988) to the class. The children talked about their birthdates and graphed them on a chart. Since the children had had their class pet only one month, they decided to plan a birthday party for him. They put his name and birthdate on their birthday graph and began to plan a birthday party for him. They volunteered for various committees: writing a shopping list, writing invitations, making decorations, and cooking. The teacher brainstormed with the children about other committees

that might be needed. There were no volunteers for the clean-up committee. The teacher asked, "How do you think Emily Elizabeth would have solved this problem?" (Emily Elizabeth is Clifford's owner in Clifford's Birthday Party.) The students then discussed ways to solve the problem; the writer left the room during the ongoing discussion.

- Prior to the writer's observation in one target participant's classroom, the teacher had read the book Chicken Soup With Rice (Sendak, 1962) to her class and had written each of the 12 poems on a separate chart. She featured a different poem about each three weeks. The students and the teacher reread the selected poem each day for about two weeks. They spent about five minutes per day discussing a particular skill in the context of the poem. The students studied words that looked the same, action words, describing words, rhyming words, naming words, beginning sounds, ending sounds, vowels, and punctuation.
- Using the book Eating the Alphabet: Fruit and Vegetables from A to Z (Ehlert, 1989) as a springboard, the students in another kindergarten class had begun making an alphabet book entitled What We Like to Eat: A-Z. The students brought pictures of their favorite foods to class. They shared their pictures during Show-and-Tell and then glued them in their classbook according to the beginning sound of the picture. The students, the teacher, or an assistant wrote the name of the food in the book under the picture, and the students wrote their names under the pictures they had contributed. Using their book, they reviewed the alphabet and talked about other

pictures that would be needed to complete this book.

This class was observed by the writer a second time in May. By this time they had completed their alphabet-picture book, which they had worked on from September through May. Two little boys proudly reviewed for the writer the book prepared by the students as a class project.

- Finally, the writer observed students in one target teacher's classroom as they solved a mystery. Pamela Allen in her book, Who Sank the Boat? (1983), did not explicitly state which of the five animal characters caused the boat to sink. The students reread the big book with the teacher and predicted which animal caused the boat to sink. One student changed her previous prediction. Since the answer to this question was not obvious to the students, the teacher asked the students to think of what they could do to find the answer. The students offered a list of suggestions and discussed the details of several of these options.

Upon the writer's second observation in this class, the teacher and students had planned an experiment to try to solve the mystery. They decided to use two toy boats and five animal characters made from plasticine clay. Using the illustrations in the book, the students decided how much clay should be used to make each animal character. They reasoned that the cow and the donkey were both big so they should use a whole stick of clay for each of them. The pig and sheep were middle-sized so they should use one-half stick of clay for each of them. The mouse was tiny so they should use a little piece of clay to make him. The teacher assisted the students in cutting a four-ounce stick of clay into 16 equal pieces. They decided the one-sixteenth size piece of clay was small enough for the mouse. Some students made the animal characters and others poured water into a large plastic tub for the experiment. The teacher cautioned the students about adding construction paper and other materials to the animal characters. She explained that these things would add to the weight of the characters.

Next, the teacher asked the students if they wished to change their predictions made prior to the experiment. Four students moved their name cards from the column under the word, "mouse" and either put their cards under the word, "donkey" or the word, "cow" on the graph. The students reviewed the sequence of the characters entering the boat and agreed that they should follow the same sequence in their experiment.

They then divided up into two groups and began the experiment. One boat sank after the children had put in the third character, "pig." (The students had two more characters to put in.) Several children in that group appeared upset because they did not expect the boat to sink. The teacher had all the children work in one group after this incident. They continued the experiment. When the last character, "mouse," was put into the boat, the boat did not sink. Several children said, "It didn't happen like that in the story! The boat was 'pose to sink!" As the writer prepared to leave the classroom, the teacher and students discussed things that they could have forgotten to consider in planning their experiment.

Two weeks later the writer observed this class a third time. A little boy asked the writer, "Do you know who really made the boat sink?" Of course the writer answered, "No!" The children explained in detail how they had solved this mystery. Furthermore, they offered to demonstrate their findings to the writer.

The goal of the practicum was to increase the authentic reading experiences of kindergarten students in their classrooms. The 30 teachers in the target group were asked to respond to five questions using the following criteria: "Not Beneficial," "Somewhat Beneficial," and "Most Beneficial." The questions were designed to determine the overall effectiveness of specific components of the practicum. The results of the survey are summarized in Table 8.

Table 8

Summary of Overall Effectiveness of Practicum Components

Item	Not Beneficial	Somewhat Beneficial	Most Beneficial
1. To what extent were the monthly sharing sessions significant to the goal of the practicum?			30
2. To what extent was the professional literature significant to the goal of the practicum?			30
3. To what extent were financial resources significant to the goal of the practicum?			30
4. To what extent was the guest presenter significant to the goal of the practicum?		21	9
5. To what extent were classroom observations significant to the goal of the practicum?		11	19

Note. Number equals 30.

Table 8 shows that all the teachers in the target group agreed that the monthly sharing sessions, the professional literature, and the financial resources were the most critical aspects of the practicum. The teachers further agreed that it was beneficial to have a guest presenter and classroom observations; however, these were not critical to reaching the goal of increasing kindergarten students' authentic reading experiences in the classroom.

Conclusions

The overall goal of the practicum was accomplished. Data showed that the kindergarten students in the 30 target teachers' classrooms increased their participation in a wide variety of authentic reading experiences. Further, data showed that three specific components of the practicum--monthly sharing sessions, professional literature, and funds to purchase children's trade books were critical to the attainment of the goal. Moreover, the teachers responded positively to the 8-month practicum.

Although, the teachers rated the guest lecture and classroom observations "somewhat beneficial" in the attainment of the goal - increased authentic reading experiences for the students - the writer contends that these components were most beneficial. The presentation by the guest lecturer provided the teachers in the target group an opportunity to learn more about the importance of reading aloud to children. It also afforded parents, school administrators, and other interested persons the opportunity to receive documented information on how students learn to read. The writer thinks that an awareness of the benefits of reading aloud to children-babies, five-year-olds, and even teenagers - will provide a basis for support in securing appropriate resources for students within the school district to have more authentic reading experiences.

Likewise, classroom observations were most beneficial as the writer was able to describe and illustrate through the use of exciting photographs, the stimulating problem solving activities that occur in student-oriented classrooms. The students were observed to be engaged in a variety of reading experiences while, at the same time, learning basic concepts. The data gathered as a result of classroom observations, specifically show that kindergarten children can learn basic language art skills and concepts while participating in authentic reading experiences.

The writer also believes that the feedback that teachers in the target group received regarding the appropriateness of students' experiences observed in their classrooms motivated the teachers to trust themselves more. This self-confidence caused the teachers to be less dependent on the reading workbook and more open to discussion and sharing of strategies for involving their students in more authentic reading experiences.

Recommendations

1. Afford each teacher an equal opportunity to participate in the practicum. Research Services randomly placed each of the 397 kindergarten teachers in one of seven groups. The groups were randomly assigned a content area; for example, mathematics, communication arts, science, social studies, physical education, music, and art. Teachers in the communication arts group had the option of participating in the practicum. Thirty of the 56 teachers in the communication arts group volunteered to participate in the practicum.
2. Schedule staff development sessions on both school time (paid in-service days) as well as non-school time. This implies to teachers that the administration values the contributions of the teachers and

is willing to compensate them to the extent possible.

3. Structure sessions so that the teachers are comfortable, feel free to share and to ask questions, are actively involved in decision making, and get feedback on the status of the practicum on a regular basis.
4. Plan an agenda for each monthly meeting and adhere as closely as possible to it. Do not spend the group's time discussing personal issues which are beyond the control of the group.

Plans for Dissemination

Each teacher in the target group will receive a copy of the final practicum report. Thirty copies of this report will also be made available to key personnel in the local school district.

Another means of dissemination is the use of selected components of the practicum in a teacher training program during June, 1992. The thirty teachers who participated in the practicum are team teaching in a 20-day post kindergarten program with 30 kindergarten teachers who did not participate in the practicum. An 11-hour in-service was used to share instructional strategies gained as a result of the 8-month implementation of the practicum. Approximately 1,200 5-and-6-year olds who have been in kindergarten will have an opportunity to participate in a wide variety of authentic reading experiences. Sixty instructional assistants also participated in the in-service and will work in the classrooms with the teachers and the post kindergarten students.

The writer will further disseminate the practicum information by discussing the strategy, "shared reading," at the October meeting of the local branch of the National Association for the Education of Young Children. She will also present the "guided reading" strategy to this group in February, 1993.

Finally, the writer will submit a copy of the final practicum report to the early childhood supervisor at the State Department of Education. The writer will also work with the State Board of Education in revising the State Kindergarten Curriculum Framework and handbook.

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APPENDIX A

PRIMARY CLASSROOM LITERACY ASSESSMENT INVENTORY

PRIMARY CLASSROOM LITERACY ASSESSMENT

INVENTORY

Directions: Please do not write your name on this survey. Check the response to the following 35 statements that best describe your communication arts program. Next, please answer questions 36-41 by circling your answer in the column. Finally, write short answers to questions 42 and 43.

KEY:
1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

	1	2	3	4	5
1. The classroom library has a wide variety of reading materials; e.g., picture books, easy storybooks, nursery rhyme books and charts, predictable books, non-fiction concept books, reference books, ABC books, books with audiocassette tapes, big books, teacher-made books, student-made books, magazines, and newspapers.					
2. The teacher is comfortable implementing whole language strategies in the classroom.					
3. The two-or-three group rotation is the primary organizational structure used in the communication arts program.					
4. Invented spelling is accepted and encouraged as students learn to write independently.					
5. Students spend most of their communication arts time working independently on skills in workbooks and/or on ditto sheets.					
6. Students have opportunities on a regular basis to engage in meaningful written language and play experiences; e.g., making signs and labels and writing messages and directions.					

KEY:
1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

	1	2	3	4	5
7. Students' writing experiences are primarily structured handwriting activities.					
8. Parents are actively involved in the communication arts program.					
9. Students often read original stories as well as trade books to other students, school personnel, parent volunteers, and visitors.					
10. Students seem to enjoy the reading program.					
11. Ample materials are provided to support the literacy program; e.g., story-related thematic units, big books, storybooks, videocassettes, audiocassettes, charts, posters, and listening centers.					
12. A classroom library reading corner, or reading center has been established.					
13. A record keeping system is utilized that motivates students to select and read books on a regular basis.					
14. When given "choice time" some children usually choose to go to the classroom library center.					
15. Writing instruction is primarily coloring within pre-defined lines, tracing letters, and writing letters on printed lines.					
16. Adequate developmentally appropriate supplies are provided to support the literacy program; e.g., paper, pencils, colored markers, paint, crayons.					
17. Large group teacher-directed instruction is most often used during the communication arts period.					

KEY:
1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

	1	2	3	4	5
18. Communication arts instruction and activities are integrated throughout the day.					
19. Phonic skills are taught primarily when students show interest.					
20. The teacher conducts conferences or interviews with students in regard to their self-selected reading.					
21. Most of the students usually read along when big books are read aloud to them.					
22. Experiences in centers, such as dramatic play and block building, are designed to enhance students language development and literacy.					
23. Reading instruction is primarily isolated skills development, such as letter recognition, reciting the alphabet, and singing the alphabet song.					
24. Students often participate in a variety of oral language activities; e.g., choral readings, dramatic plays, singing and storytelling.					
25. The teacher frequently models functional writing, such as messages to the class, directions to activities, signs, labels, and notes to parents.					
26. Resource people are invited into the classroom to provide students with extended literacy experiences; e.g., puppet shows, cooking, dances, plays, music, choral readings, and storytelling.					
27. Students appear to enjoy the writing program.					

KEY: 1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

	1	2	3	4	5
28. Students often use their favorite stories and other interesting experiences as a basis for dictating stories or for creative writing.					
29. Students' writings are often displayed for others to read.					
30. Students often participate in various types of flexible groups (student interaction based on interest and special projects rather than ability level).					
31. The teacher needs more information about whole language concepts prior to being asked to implement this type program.					
32. Children's literature is used throughout the curriculum.					
33. Communication arts instruction is a major part of the thematic units.					
34. Many children often have to sit and wait quietly for 10 minutes or more for directions from the teacher during the communication arts block.					
35. The teacher routinely asks questions that promote higher order thinking skills; e.g., open-ended questions and questions that require more than one correct answer.					

KEY: 1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

	1	2	3	4	5
PLEASE CIRCLE THE LETTER IN THE COLUMN THAT CORRESPONDS TO YOUR ANSWER.					
36. How much of the communication arts time (135 minutes daily) is used for students to actually read? ("Actually read" means that the child may look at pictures in books, etc. and say words that he/she thinks describe the pictures. This reading may include book browsing, partner-reading, or sharing a memorized story with a group while following the pages in a book. It also includes reading along in big books.) A. 15 minutes or less B. 16 minutes to 45 minutes C. 46 minutes to 90 minutes D. 91 minutes to 121 minutes E. Over 121 minutes	A	B	C	D	E
37. How often does the teacher or a volunteer in the classroom read aloud to the students? A. Not at all B. When time permits C. Once daily D. Twice daily E. Three or more times daily	A	B	C	D	E
38. How much time does the teacher spend testing communication arts skills per six weeks for reports to parents? A. Approximately 1 day B. Approximately 2 days C. Approximately 3 days D. Approximately 4 days E. Five or more days	A	B	C	D	E

KEY:
1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

	1	2	3	4	5
39. How much of the communication arts time (135 minutes daily) is used per day for drill and practice in basic skills? A. 15 minutes or less B. 16 minutes to 45 minutes C. 46 minutes to 90 minutes D. 91 minutes to 121 minutes E. Over 121 minutes	A	B	C	D	E
40. How many trade books (non-textbooks) are there per child in the classroom library? A. Less than 1 per student B. One per student C. Two per student D. Three per student E. Four or more per student	A	B	C	D	E
41. How many years has the teacher taught kindergarten in this schools system? A. 0 - 3 years B. 4 - 7 years C. 8 - 12 years D. 13 - 20 years E. More than 20 years	A	B	C	D	E
PLEASE RESPOND TO THE FOLLOWING TWO QUESTIONS WITH BRIEF ANSWERS. 42. What changes are recommended for the system's communication arts program? A. B. C.	A	B	C	D	E

KEY: 1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

	1	2	3	4	5
43. What communication arts topics should be included in the systemwide inservice training program? A. B. C.	A	B	C	D	E

APPENDIX B

JOURNAL

JOURNAL

Teacher ______________________________ School ____________

Date __________ Time: From ____ To ____ Visit No. ____________

ACTIVITIES IN PROGRESS

1.

2.

3.

4.

5.

_____ Appropriate Practices _____ Inappropriate Practices

TEACHER'S COMMENTS:

PRINCIPAL'S COMMENTS:

WRITER'S COMMENTS:

APPENDIX C

OBSERVATION CHECKLIST OF STUDENTS' LITERACY EXPERIENCES

OBSERVATION CHECKLIST
OF
STUDENTS' LITERACY EXPERIENCES

Teacher ______________________ School ____________

Date __________ Time: From ____ To ____ Visit No. ____________

Directions: Briefly describe the type literacy activities in which each child participates during each 15-minute period.

Students	Reading Activity	Writing	Listening	Speaking	Adult Reading to Child(ren)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29					
30.					

Teacher's Comments:

APPENDIX D

TEACHER'S SHARING LOG

TEACHER'S SHARING LOG

Teacher ______________________ **School** ____________

Telephone (optional) ________ **Date** _____ **Log No.** ___

Directions: Please take a few minutes to complete this log prior to each monthly meeting.

1. Briefly describe one new or unusual thing you did or used this month to increase the amount of time your students spent in authentic reading experiences.

2. How did the students react to this experience?

3. Will this experience become a regular part of your reading/language arts program? Please explain.

4. Do you recommend that other kindergarten teachers have their students participate in this experience? Please explain in terms of benefits or hindrances to increasing the students' involvement in authentic reading experiences.

APPENDIX E

WEEKLY LOG

WEEKLY LOG

Date ________ Classroom Observation ______ Meeting ______

SUCCESSFUL EVENTS:

UNSUCCESSFUL EVENTS:

TEACHERS' CONCERNS:

WRITER'S CONCERNS:

APPENDIX F

LITERATURE RECOMMENDATIONS FOR KINDERGARTEN

LITERATURE RECOMMENDATIONS FOR KINDERGARTEN

Codes:
Language Experience - LE
Read Aloud - RA
Shared Reading - SR
Guided Reading - GR

		Multicultural Perspectives						Award-Winners						Genres						
	Recommendations	African-American/ African	Asian-American/ Asian	European-American/ European	Hispanic/Latino	Native American	Others	Caldecott Medal	Caldecott Honor	Newbery Medal	Newbery Honor	Coretta Scott King Award	IRA Children's Choice	Picture Books	Classics	Foklore and Fairy Tales	Humor	Mystery and Adventure	References/Biographies/ Information	Poetry
Aardema, V., 1981, Bringing The Rain To the Kapiti Plain	SR	X												X		X				
Aardema, V., 1975, Why Mosquitoes Buzz In People's Ears	RA	X						X						X		X				
Aardema, V., 1977, Who's in Rabbit's House	RA	X												X		X	X			
Adams, E.B., 1986, Two Brothers and Their Majic Gourds	RA		X											X		X				
Ahlberg, J., 1986, Jolly Postman or Other People's Letters	RA			X										X						
Allen, P., 1982, Who Sank The Boat?	SR													X				X		
Allsburg, C.V., 1985, The Polar Express	RA			X				X						X				X		
Allsburg, C.V., 1983, The Wreck of the Zephyr	RA			X										X				X		

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LITERATURE RECOMMENDATIONS FOR KINDERGARTEN

Codes:
Language Experience - LE
Read Aloud - RA
Shared Reading - SR
Guided Reading - GR

		Multicultural Perspectives						Award-Winners						Genres						
	Recommendations	African-American/ African	Asian-American/ Asian	European-American/ European	Hispanic/Latino	Native American	Others	Caldecott Medal	Caldecott Honor	Newbery Medal	Newbery Honor	Coretta Scott King Award	IRA Children's Choice	Picture Books	Classics	Foklore and Fairy Tales	Humor	Mystery and Adventure	References/Biographies/ Information	Poetry
Allsburg, C.V., 1987, The Z was Zapped	SR													X						X
Andersen, B., 1977, The Emperor's New Clothes	RA			X													X	X		
Anno, M., 1975, Anno's Counting Book	LE													X					X	X
Asch F., 1982, Happy Birthday, Moon	RA													X						
Bailey, A., 1990, You Can Make A Difference	RA	X																		X
Bang, M., 1983, Ten, Nine, Eight	SR	X							X					X						X
Bang, M., 1991, Yellow Ball	LE													X						
Barrett, J., 1978, Cloudy With A Chance of Meatballs	RA			X										X				X		
Beaton, C., 1990, Make and Play: T-Shirt Painting	SR													X					X	

LITERATURE RECOMMENDATIONS FOR KINDERGARTEN

Codes:
Language Experience - LE
Read Aloud - RA
Shared Reading - SR
Guided Reading - GR

		Multicultural Perspectives						Award-Winners						Genres						
	Recommendations	African-American/ African	Asian-American/ Asian	European-American/ European	Hispanic/Latino	Native American	Others	Caldecott Medal	Caldecott Honor	Newbery Medal	Newbery Honor	Coretta Scott King Award	IRA Children's Choice	Picture Books	Classics	Foklore and Fairy Tales	Humor	Mystery and Adventure	References/Biographies/ Information	Poetry
Berenstein, S., 1991, Berenstein Bears Don't Pollute (Anymore)	RA													X					X	
Blume, J., 1971, Freckle Juice	RA																X			
Brown, M. W., 1989, Big Red Barn	RA													X						
Brown, M. W., 1977, Runaway Bunny	RA													X	X					
Brown, M., 1975, Stone Soup	RA			X					X					X	X					
Brown, M., 1985, Three Billy Goats Gruff	SR													X	X	X		X		
Bunting, E., 1989, The Wednesday Surprise	RA			X										X						
Cameron, A., 1987, The Stories Julian Tells	RA	X																X		
Carle, E., 1987, Do You Want To Be My Friend?	LE													X						

LITERATURE RECOMMENDATIONS FOR KINDERGARTEN

Codes:
Language Experience - LE
Read-Aloud - RA
Shared Reading - SR
Guided Reading - GR

		Multicultural Perspectives						Award-Winners						Genres						
	Recommendations	African-American/ African	Asian-American/ Asian	European-American/ European	Hispanic/Latino	Native American	Others	Caldecott Medal	Caldecott Honor	Newbery Medal	Newbery Honor	Coretta Scott King Award	IRA Children's Choice	Picture Books	Classics	Foklore and Fairy Tales	Humor	Mystery and Adventure	References/Biographies/ Information	Poetry
Carle, E., 1987, Have You Seen My Cat?	GR													X						
Carle, E., 1986, The Secret Birthday Message	SR													X				X		
Carlson, N., 1990, I Like Me!	GR													X						
Carrick, C., 1983, Patrick's Dinosaurs	RA													X						X
Carrick, C., 1986, What Happened to Patrick's Dinosaurs?	RA													X						
Cauley, L., 1979, The Ugly Duckling	RA													X	X	X				
Cherry, L., 1990, The Great Kapok Tree	RA													X					X	
Christiansen, C., 1990, My Mother's House, My Father's House	RA	X		X										X						
Ciardi, J., 1987, You Read to Me I'll Read to You	RA																			X

LITERATURE RECOMMENDATIONS FOR KINDERGARTEN

Codes:
Language Experience - LE
Read Aloud - RA
Shared Reading - SR
Guided Reading - GR

	Multicultural Perspectives							Award-Winners						Genres						
	Recommendations	African-American/ African	Asian-American/ Asian	European-American/ European	Hispanic/Latino	Native American	Others	Caldecott Medal	Caldecott Honor	Newbery Medal	Newbery Honor	Coretta Scott King Award	IRA Children's Choice	Picture Books	Classics	Foklore and Fairy Tales	Humor	Mystery and Adventure	References/Biographies/ Information	Poetry
Cleary, B., 1990., The Mouse and the Motorcycle	RA																	X		
Cleary, B., 1982, Ramona the Pest	RA			X																
Clifton, L., 1988, The Boy Who Didn't Believe in Spring	RA	X												X						
Clifton, L., 1988, Everett's Anderson's Goodbye	RA	X		X								X		X						
Clifton, L., 1978, Everett's Nine Month Long	RA	X		X										X						
Cohen, M., 1989, Will I Have a Friend?	RA	X		X										X						
Cooney, B., 1985, Miss Rumphius	RA			X																
Crews, D., 1991, Truck	LE								X					X						
Cummings, P., 1988, I Need A Lunch Box	RA	X												X						

LITERATURE RECOMMENDATIONS FOR KINDERGARTEN

Codes: Language Experience - LE
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		Multicultural Perspectives						Award-Winners						Genres						
	Recommendations	African-American/ African	Asian-American/ Asian	European-American/ European	Hispanic/Latino	Native American	Others	Caldecott Medal	Caldecott Honor	Newbery Medal	Newbery Honor	Coretta Scott King Award	IRA Children's Choice	Picture Books	Classics	Foklore and Fairy Tales	Humor	Mystery and Adventure	References/Biographies/ Information	Poetry
Cummings, P., 1990, Storm in the Night	RA	X												X						
Dalgliesh, A., 1954, The Thanksgiving Story	RA			X					X					X						
Day, A., 1989, Carl Goes Shopping	LE													X						
Degen, B., 1983, Jamberry	SR													X			X			
DePaula, T., 1985, Mother Goose	RA			X										X						X
Eastman, P.D., 1988, Are You My Mother?	RA													X						
Ehlert, L., 1989, Eating the Alphabet	SR													X					X	
Elting, M., 1980, Q is for Duck	SR													X					X	
Feelings M., 1974, Jambo Means Hello: Swahili Alphabet Book	SR	X							X					X					X	

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Guided Reading - GR

		Multicultural Perspectives						Award-Winners						Genres						
	Recommendations	African-American/ African	Asian-American/ Asian	European-American/ European	Hispanic/Latino	Native American	Others	Caldecott Medal	Caldecott Honor	Newbery Medal	Newbery Honor	Coretta Scott King Award	IRA Children's Choice	Picture Books	Classics	Foklore and Fairy Tales	Humor	Mystery and Adventure	References/Biographies/ Information	Poetry
Feelings, M., 1971, Moja Means One: Swahili Counting Book	SR	X							X					X						
Flack, M., 1960, Ask Mr. Bear	RA			X										X	X					
Flournoy, V., 1985, The Patchwork Quilt	RA	X												X						
Fox, M., 1984, Wilfrid Gordon McDonald Partridge	RA			X										X						
Frank, J., 1977, Poems To Read To The Very Young	RA																			X
Freeman, D., 1978, A Pocket for Corduroy	RA	X												X						
Freeman, D., 1968, Corduroy	RA	X												X						
Galdone, P., 1975, Gingerbread Boy	SR													X	X	X				
Galdone, P., 1968, Henny Penny	RA													X	X	X				

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		Multicultural Perspectives						Award-Winners						Genres						
	Recommendations	African-American/ African	Asian-American/ Asian	European-American/ European	Hispanic/Latino	Native American	Others	Caldecott Medal	Caldecott Honor	Newbery Medal	Newbery Honor	Coretta Scott King Award	IRA Children's Choice	Picture Books	Classics	Foklore and Fairy Tales	Humor	Mystery and Adventure	References/Biographies/ Information	Poetry
Galdone, P., 1972, Three Bears	SR													X	X	X				
Galdone, P., 1986, Three Little Kittens	SR													X	X					X
Galdone, P., 1970, Three Little Pigs	SR													X	X	X				
Galdone, P., 1986, Over in the Meadow	SR													X	X				X	X
Gibbons, G., 1987, Zoo	RA													X					X	
Giovann, N., 1989, Spin A Soft Black Song	RA	X																		X
Goble, P., 1989, Beyond the Ridge	RA					X								X					X	
Goble, P., 1987, Death of the Iron Horse	RA					X								X					X	
Goble, P., 1978, The Girl Who Loved Wild Horses	RA					X		X						X		X				

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		Multicultural Perspectives						Award-Winners						Genres						
	Recommendations	African-American/ African	Asian-American/ Asian	European-American/ European	Hispanic/Latino	Native American	Others	Caldecott Medal	Caldecott Honor	Newbery Medal	Newbery Honor	Coretta Scott King Award	IRA Children's Choice	Picture Books	Classics	Foklore and Fairy Tales	Humor	Mystery and Adventure	References/Biographies/ Information	Poetry
Goble, P., 1991, The Great Race of the Birds and Animals	RA					X								X		X				
Godden, R., 1985, The Story of Holly and Ivy	RA			X										X						
Goldin, A., 1989, Ducks Don't Get Wet	RA													X					X	
Greenfield, E., 1981, Day Dreamers	RA	X												X						
Greenfield, E, 1991, First Pink Light	RA	X												X						
Greenfield, E., 1988, GrandPa's Face	RA	X												X						
Greenfield, E., 1986, Honey, I Love	RA	X																		X
Greenfield, E.,, 1984, Me & Nessie	RA	X												X						
Greenfield, E., 1988, Nathaniel Talking	RA	X										X		X						X

LITERATURE RECOMMENDATIONS FOR KINDERGARTEN

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	Multicultural Perspectives							Award-Winners						Genres						
	Recommendations	African-American/ African	Asian-American/ Asian	European-American/ European	Hispanic/Latino	Native American	Others	Caldecott Medal	Caldecott Honor	Newbery Medal	Newbery Honor	Coretta Scott King Award	IRA Children's Choice	Picture Books	Classics	Foklore and Fairy Tales	Humor	Mystery and Adventure	References/Biographies/ Information	Poetry
Greenfield, E., 1991, Night on Neighborhood Street	RA	X												X						X
Greenfield, E., 1987, Talk About a Family	RA	X																		
Greenfield, E., 1988, Under the Sunday Tree	RA	X												X						X
Gross, R., 1980, Pandas	RA													X					X	
Hall, D., 1979, Ox-Cart Man	RA				X			X						X						
Hall, M., 1987, Nine Days to Christmas	RA					X								X					X	
Heide F. & Gilliland, P., 1990, The Day of Ahmed's Secret	RA						X							X					X	
Heller, R., 1981, Chickens Aren't the Only Ones	RA													X					X	

LITERATURE RECOMMENDATIONS FOR KINDERGARTEN

Codes. Language Experience - LE
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		Multicultural Perspectives						Award-Winners						Genres						
	Recommendations	African-American/ African	Asian-American/ Asian	European-American/ European	Hispanic/Latino	Native American	Others	Caldecott Medal	Caldecott Honor	Newbery Medal	Newbery Honor	Coretta Scott King Award	IRA Children's Choice	Picture Books	Classics	Foklore and Fairy Tales	Humor	Mystery and Adventure	References/Biographies/ Information	Poetry
Hoban, R., 1960, Bedtime for Frances	RA													X						
Hoffman, M., 1991, Amazing Grace	RA	X												X						
Holling, H.C., 1969, Paddle-to-the-Sea	RA					X			X					X	X					
Howe, J., 1984, The Day the Teacher Went Bananas	RA			X										X			X			
Humphrey, M., 1987, The River that Gave Gifts	RA	X												X					X	
Hutchins, P., 1976, Don't Forget the Bacon	SR			X										X			X			
Hutchins, P., 1986, The Doorbell Rang	SR			X									X	X						
Hutchins, P., 1986, Rosie's Walk	SR													X						

LITERATURE RECOMMENDATIONS FOR KINDERGARTEN

Codes: Language Experience - LE
Read Aloud - RA
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		Multicultural Perspectives						Award-Winners						Genres						
	Recommendations	African-American/ African	Asian-American/ Asian	European-American/ European	Hispanic/Latino	Native American	Others	Caldecott Medal	Caldecott Honor	Newbery Medal	Newbery Honor	Coretta Scott King Award	IRA Children's Choice	Picture Books	Classics	Foklore and Fairy Tales	Humor	Mystery and Adventure	References/Biographies/ Information	Poetry
Johnson, A., 1990, When I Am Old With You	RA	X										X		X						
Jones, C., 1989, Old MacDonald Had a Farm	SR			X										X						
Joyce, W., 1988, Dinosaur Bob and His Adventures with The Family Lazardo	RA			X										X						
Keats, E.J., 1968, A Letter to Amy	RA	X												X						
Keats, E.J., 1971, Apt. 3	RA	X												X				X		
Keats, E.J., 1969, Goggles!	RA	X												X				X		
Keats, E.J., 1966, Jennie's Hat	RA			X										X						
Keats, E.J., 1972, Pet Show	RA	X												X						
Keats, E.J., 1967, Peter's Chair	RA	X												X						

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Guided Reading - GR

		Multicultural Perspectives						Award-Winners						Genres						
	Recommendations	African-American/ African	Asian-American/ Asian	European-American/ European	Hispanic/Latino	Native American	Others	Caldecott Medal	Caldecott Honor	Newbery Medal	Newbery Honor	Coretta Scott King Award	IRA Children s Choice	Picture Books	Classics	Foklore and Fairy Tales	Humor	Mystery and Adventure	References/Biographies/ Information	Poetry
Keats, E J , 1962 , The Snowy Day	RA	X						X						X	X					
Keats, E J , 1978, The Trip	RA			X										X						
Keats, E J , 1964, Whistle for Willie	RA	X												X						
Kimmel, E., 1985, Hershel and the Hanukkah Goblins	RA			X					X					X					X	
Krauss, R , 1973, The Carrot Seed	RA													X	X				X	
Lee, J., 1987, Bà-Nam	RA		X											X					X	
Levine, E 1989, I Hate English	RA		X											X					X	
Lobel, A., 1970, Frog and Toad Are Friends	RA																	X		
Mass, R , 1989, Fire Fighters	RA													X					X	
Martin, B., 1983, Brown Bear, Brown Bear, What Do You See?	GR													X						

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Martin, B., 1989, Chicka Chicka Boom Boom	SR													X					X	X
Martin, B., 1991, Polar Bear, Polar Bear, What Do You Hear?	GR													X						
Marshall, J., 1988, Goldilocks and the Three Bears	RA			X										X						
Mathis, S., 1975, The Hundred Penny Box	RA	X									X									
Mayer, M., 1968, There's A Nightmare in My Closet	RA			X										X						
McCloskey, R., 1974, Blueberries for Sal	RA			X										X	X					
McKissack, P., 1986, Flossie & the Fox	RA	X												X						

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McKissack, P., 1988, Mirandy and Brother Wind	RA	X										X		X						
McKissack, P., 1989, Nettie Jo's Friends	RA	X												X						
McMillan, B., 1988, Growing Colors	SR													X					X	
McMillan, B., 1991, Eating Fractions	SR													X					X	
Mendez, P., 1989, The Black Snowman	RA	X												X						
Miles, M., 1971, Annie and the Old One	RA					X								X						
Miller, J., 1978, Do You Know Colors?	SR													X					X	
Monjo, F., 1970, The Drinking Gourd	RA	X		X															X	

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Mosel, A., 1968, Tikki Tikki Tembo	RA		X											X						
Most, B., 1987, Dinosaur Cousins?	RA													X					X	
Most, B., 1987, If the Dinosaurs Came Back	SR													X						
Munsch, R., 1985, Thomas' Snowsuit	RA			X										X			X			
Nahum, A., 1990, Flying Machine	RA																	X		
Numeroff, L., 1985, If You Give A Mouse A Cookie	RA			X										X						
O'Connor, J., 1986, The Teeny Tiny Woman	GR			X										X				X		
Oliver, E. M., 1981, Black Mother Goose	RA	X												X						X
O'Neill, M., 1961, Hailstones & Halibut Bones	RA													X						X

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Parish, P., 1964, Thank You Amelia Bedelia	RA			X										X			X			
Peet, B., 1971, Caboose Who Got Loose	RA													X				X		
Piper, W., 1990, Little Engine That Could	RA													X						
Potter, B., The Complete Adventurers of Peter Rabbit	RA													X				X		
Prelustsky, J., 1988, Tyrannosaurus Was a Beast	RA													X					X	X
Raffi, 1987, Shake My Sillies Out	SR			X										X			X			
Raffi, 1988, Wheels on the Bus	SR			X										X			X			
Rey, H., 1969, Curious George	RA			X										X			X			
Rogers, F., 1988, When a Pet Dies	RA	X		X										X					X	

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Roy, R., 1988, Whose Shoes Are These?	RA	X		X										X					X	
Rylant, C., 1987, Birthday Presents	RA			X										X						
Rylant, C., 1982, When I was Young in the Mountains	RA			X					X					X						
Scieska, J., 1989, The True Story of the Three Little Pigs	RA													X		X				
Schroeder, A., 1989, Ragtime Trumpie	RA	X												X					X	
Schweninger, A., 1988, Valentine Friends	RA													X					X	
Seeger, P., 1986, Abiyoyo	RA	X												X		X				
Sendak, M., 1962, Chicken Soup With Rice	SR													X					X	X

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Sendak, M., 1963, Where the Wild Things Are	RA			X				X						X	X					
Silverstein, S., 1964, The Giving Tree	RA			X										X						
Slobodking, E., 1968, Caps for Sale	RA			X										X	X		X			
Snyder, D., 1988, The Boy of the Three-Year Nap	RA		X											X						
Steig, W., 1971, Amos & Boris	RA													X						
Steig, W., 1982, Doctor DeSoto	RA										X			X						
Steptoe, J., 1987, Mufaro's Beautiful Daughters	RA	X							X			X	X	X		X				
Stevens, J., 1984, The Tortoise and the Hare	RA													X		X				
Supraner, R., 1981, Valentine's Day	SR													X					X	

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Tressell, A., 1964, The Mitten	RA			X										X		X				
Turkle, B., 1976, Deep in the Forest	LE													X						
Tyler, L., 1987, Waiting for Mom	RA													X						
Udry, M., What Mary Jo Shared	RA	X												X						
Viorst, J., 1972, Alexander and the Terrible, Horrible, No Good, Very Bad Day	RA			X										X						
Waber, B., 1988, Ira Says Goodbye	RA			X										X						
Waber, B., 1972, Ira Sleeps Over	RA			X										X						
Ward, L., 1980, The Biggest Bear	RA							X						X	X					
Waters, K., 1990, Lion Dancer: Ernie Wan's Chinese New Year	RA		X											X						

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Westcott, N.B., 1980, I Know an Old Lady Who Swallowed a Fly	SR													X						
White, E. B., 1980, Charlotte's Web	RA			X											X					
Wiesner, D., 1988, Free Fall	LE			X					X					X				X		
Williams V. B., 1982, Chair For My Mother	RA			X					X					X						
Williams, L., 1986, The Little Old Lady Who Was Not Afraid of Anything	SR												X	X				X		
Williams, K. L., 1991, When Africa Was Home	RA			X										X						
Williams, M., 1975, The Velveteen Rabbit	RA														X					
Wood, A., 1984, The Napping House	SR			X										X			X			

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Wood, A., 1990, Quick as a Cricket	SR			X										X						
Wyndham, R., 1968, Chinese Mother Goose Rhymes	RA		X											X						X
Yashima, T. 1974, Crow Boy	RA		X						X					X						
Yashima, T. Umbrella	RA		X						X					X						
Young, E., 1989, Lon Po Po: A Red-Riding Hood Story From China	RA		X					X						X						
Zelinsky, P. O., 1986, Rumpelstiltskin	RA			X					X					X		X				
Zion, G., 1956, Harry the Dirty Dog	RA			X										X						
Zion, G., 1958, No Roses for Harry	SR			X										X						